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ABSTRACT

The curriculum is a modification and adaptation of the special education curriculum on sexual exploitation for mildly retarded students developed by Seattle Rape Relief. A Title IV-C Developmental Grant was written to develop a curriculum to meet the needs of moderately and severely handicapped students. The curriculum was subsequently evaluated by a state panel and selected as a model program for adoption in the state of Washington. The curriculum consists of 11 units: (1) identifying relationships; (2) precautions to take with strangers; (3) private body parts; (4) saying "no"; (5) protecting information; (6) travel safety; (7) social situations; (8) home safety; (9) authority figures; (10) exploitation in exchange for favors, gifts, and kindness; (11) reporting exploitation. The first five units are intended to help students acquire general information and skills needed for self protection, including discriminating strangers and learning the appropriateness of certain activities with strangers. Appropriate and inappropriate touching is discussed, as are examples of "safe" and "unsafe" information to give strangers. Units 6-11 feature self protection in specific situations. Units include information on materials, activities, and alterations. (Author/CL)

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SELF-PROTECTION FOR THE HANDICAPPED

A CURRICULUM DESIGNED TO TEACH HANDICAPPED PERSONS TO AVOID EXPLOITATION

Project funded through Title IV-C

Kent Public Schools
12033 SE 256th
Kent, WA 98031

EC 180972

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ABSTRACT

SELF PROTECTION FOR THE HANDICAPPED

INFORMATION AVAILABLE FROM: MOLLY ROESELER, EDUCATION AND TRAINING CONSULTANT, 415 5TH AVENUE WEST, KIRKLAND, WASHINGTON 98033

THIS CURRICULUM IS A MODIFICATION AND ADAPTION OF THE SPECIAL EDUCATION CURRICULUM ON SEXUAL EXPLOITATION FOR MILDLY RETARDED STUDENTS DEVELOPED BY SEATTLE RAPE RELIEF. A TITLE IV-C DEVELOPMENTAL GRANT WAS WRITTEN TO DEVELOP A CURRICULUM TO MEET THE NEEDS OF MODERATELY AND SEVERELY HANDICAPPED STUDENTS. DRS. CHARLENE BEHRNS AND GARY FISHER COORDINATED THE GRANT IN 1982-83 AT GRAND VIEW SCHOOL IN KENT, WASHINGTON, WHERE DR. BEHRNS IS CURRENTLY SERVING AS PRINICPAL. THE CURRICULUM WAS SUBSEQUENTLY EVALUATED BY A STATE PANEL AND SELECTED AS A MODEL PROGRAM FOR ADOPTION IN THE STATE OF WASHINGTON.

THE SELF PROTECGTION FOR THE HANDICAPPED CURRICULUM CONSISTS OF 11 UNITS:

1. IDENTIFYING RELATIONSHIPS
2. PRECAUTIONS TO TAKE WITH STRANGERS
3. PRIVATE BODY PARTS
4. SAYING NO
5. PROTECTING INFORMATION
6. TRAVEL SAFETY
7. SOCIAL SITUATIONS
8. HOME SAFETY
9. AUTHORITY FIGURES
10. EXPLOITATION IN EXCHANGE FOR FAVORS, GIFTS AND KINDNESS
11. REPORTING EXPLOITATION

BECAUSE OF THE SENSITIVE NATURE OF THIS MATERIAL, A MINIMUM OF 6 HOURS OF INSERVICE TRAINING IS REQUIRED FOR TEACHERS OF THOSE WHO WILL WORK WITH STUDENS. TRAINING CAN BE ARRANGED FOR ONE, TWO, OR THREE DAY PROGRAMS AND MAY INCLUDE TEACHERS, PARENTS OR OTHERS WHO ARE INTERESTED.

SELF-PROTECTION CURRICULUM

The Self-Protection for the Handicapped Program Staff is keenly aware of the desire of educators to institute this program. However, care must be taken to ensure that all staff involved with this curriculum have participated in inservice training designed to provide skills in teaching the Self-Protection Program and techniques for dealing with students who are victims of exploitation. Without such training, teachers may find themselves in situations which are quite uncomfortable and/or are potentially harmful for their students.

Therefore, it is not recommended that this curriculum be used by anyone until they have completed inservice training in the use of the Self-Protection Program.

Dr. Gary Fisher, Coordinator
Self-Protection Project

Dr. Charlene Behrns, Director
Self-Protection Project

SELF-PROTECTION FOR THE HANDICAPPED

ACKNOWLEDGEMENTS

This project was funded by E.S.E.A. Title IV-C, Grant Award 35774

The self-protection curriculum was designed for moderately and severely handicapped students and is an adaptation of the Special Education Curriculum on Sexual Exploitation developed by the Developmental Disabilities Project of Seattle Rape Relief. The self-protection curriculum utilizes the same audio-visual materials as the rape relief curriculum and these materials may be purchased from Comprehensive Health Education Foundation, 20814 Pacific Highway South, Seattle, Washington, 98188.

We wish to acknowledge the contribution of Seattle Rape Relief in developing the sexual exploitation curriculum and express our appreciation to Ellen Ryerson, Director of the Developmental Disabilities Project, for her assistance and support.

All materials from the Special Education Curriculum on Sexual Exploitation are reproduced with permission.

Charlene Behrns, Ed.D.
Grant Director

Gary L. Fisher, M.Ed.
Grant Coordinator

SELF-PROTECTION SKILLS FOR THE HANDICAPPED

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Introduction to the Curriculum on
Self-Protection for the
Handicapped

This curriculum is a modification and adaptation of the special education curriculum on sexual exploitation developed by the Seattle Rape Relief Developmental Disabilities Project. A Title IV-C developmental grant was written for this purpose since it was felt that some revision of the sexual exploitation curriculum was necessary to meet the needs of moderately and severely handicapped children.

EXPLOITATION OF THE HANDICAPPED

The problem of sexual exploitation of handicapped individuals has been well documented by the Seattle Rape Relief Developmental Disabilities Project. Between 1977 and 1979 over 300 reports of exploitation of handicapped persons were handled by this agency. Since the FBI estimates that only 20% of all adult rape cases are reported, it may be assumed that many more incidents of sexual exploitation actually occured. The issue of reporting sexual exploitation is complicated by the fact that in the overwhelming majority of cases, the offender is someone the victim knows (relatives, friends, or acquaintances). Seattle Rape Relief data indicated that, in a two year period (July 1977 - July 1979) only 1% of the offenders were unknown to the victims. Since the victim usually knows the offender, there are several factors which may determine whether or not the exploitation is reported. First of all, the handicapped victim may be told to keep the activity secret or may be threatened (eg. "If you tell anyone about this, I'll beat you up"). Since handicapped individuals are often extremely responsive to requests from authroity figures, they may not report exploitation even though they may preceive that the sexual activity is inappropriate. Secondly, the offender may do appropriate activities with the victim or may do favors and give gifts to the victim. The handicapped person may have difficulty discriminating the inappropriate and appropriate actions of the offender.

In addition to sexual exploitation, handicapped individuals are also vulnerable to other types of exploitation, particulary since Public Law 94-142 has emphasized intergration of handicapped and non-handicapped persons. Handicapped persons may be victims of extortion and burglary due to a lack of knowledge of assertive skills and self-protection techniques. Therefore, the purposes of the self-protection curriculum are to increase student's ability to identify exploitation and to increase student's ability to protect themselves from exploitation.

DIFFERENCES BETWEEN THE SEXUAL EXPLOITATION AND SELF-PROTECTION CURRICULA

The sexual exploitation curriculum contains 2 levels depending on the student's age. These 2 levels have been consolidated into one curriculum with the idea that younger (8-13 years) or the more handicapped students would only receive instruction in the first five units the first few times the curriculum is taught. There was some reordering of the units with Unit 10 of the sexual exploitation curriculum (Protecting Personal Information) placed as Unit 5 in the self-protection curriculum and retitled Protecting Information (Safe-Unsafe). The reordering was done because it was felt that the skills taught in this unit were prerequisite to concepts presented in later units. Some lessons have been omitted and others added but, in general, the lessons from the sexual exploitation curriculum are intact. Vocabulary has been simplified where necessary.

Some of the pre and post tests have been modified to make them more standized and to simplify vocabulary. Forms to record student performance on tests have also been developed. Also, there is a data sheet for each unit so that student progress can easily be tracked.

There was an attempt made to change many of the written narrative stories from third person to first person characters. It was found that students could more easily understand the situations if they felt they were the main character in the story.

References to rape and sexual exploitation have largely been omitted for two reasons. First of all, it is felt that the self-protection curriculum deals with exploitation in general rather than sexual exploitation specifically. Secondly, many students have little or inaccurate knowledge regarding sexual intercourse. Therefore, the concept of rape would not be meaningful. In instances where a victim is described as being raped in the sexual exploitation curriculum, the self-protection curriculum describes the victim as being "hurt." The audio-visual materials developed for the sexual exploitation curriculum have not been modified. These may be purchased from Comprehensive Health Education Foundation, Seattle, Washington.

TESTING CONSIDERATIONS

Since there are pre and post tests for each Unit as well as pre and post tests covering units 1 through 5 and 6 through 11, it is important that the instructor insure that valid results are achieved. Unit pre and post tests may be conducted by the instructor. The tests are included in the curriculum. Students should always be tested individually in an area which minimizes distractions. Students should not be cued as to the correct answers. However, if it is clear that the questions or instructions have not been understood due to language deficits, the vocabulary may be modified by the instructor.

It is advisable to have a person unknown to the students conduct the role play tests covering units 1-5 and 6-11. This is to gain a greater sense of whether or not the students have learned the concepts or simply associate them with their teacher. There is this possibility since the instructor is involved in many role plays during instruction. Specific procedures for conducting the role play testing precedes the role plays in the curriculum.

SELF-PROTECTION CURRICULUM

There are 11 units in the curriculum. Each unit has an introduction, pre and post test, data sheet, and lessons. It will be necessary for the instructor to make copies of the student response sheet for each student. On each lesson, the objective, materials, and activities are described. In almost all cases, materials are part of the curriculum. Where this is not the case, it has been noted. Also, alterations necessary for various handicapping conditions are described and the criterion for mastery of the lesson is listed.

The 11 units are as follows:

Unit 1:	Identifying Relationships
Unit 2:	Precautions To Take With Strangers
Unit 3:	Private Body Parts
Unit 4:	Saying "No"
Unit 5:	Protecting Information (Safe-Unsafe)
Unit 6:	Travel Safety
Unit 7:	Self-Protection in Social Situations
Unit 8:	Home Safety
Unit 9:	Avoiding Exploitation by Authority Figures
Unit 10:	Exploitation as an Exchange for Favors, Gifts, or Kindness
Unit 11:	Reporting Exploitation

The units are divided into two sections, Units 1-5 and Units 6-11. Pre and Post tests have been developed for each section. In Units 1-5 students learn the general information and skills necessary for self protection. They are taught to discriminate between friends, family members, and strangers; and learn which activities are appropriate and inappropriate to do with strangers. Unit 3 discusses the parts of the body which are private and should not be touched by others. Appropriate and inappropriate touching is also presented. Assertive skills are learned in Unit 4. In Unit 5, the students learn to respond to requests for information from strangers which are classified either as "safe" or "unsafe". Examples of "unsafe" information would be phone number, address, or if anyone is at home. Students are taught that they may politely but assertively refuse to answer "unsafe" questions.

In Units 6-11, self-protection in specific situations such as at home, parties, and on the bus is learned. The issue of incest is dealt with in Units 9 and 10 by teaching that touching private body parts is not appropriate even if the person is an authority figure or does nice things for the student. In Unit 11, the students learn how to report exploitation.

TEACHING APPROACHES

Instruction in the self-protection program differs from many of the methods of teaching handicapped students in that the program requires group instruction. Therefore, the following should be considered.

1. Students who have difficulty attending in group situations may have to be included in smaller groups to be sure that the skills are mastered.
2. Role plays have proven extremely useful in acquiring self-protection skills. Whenever possible, give all students an opportunity to role play.
3. Whenever possible, enlist colleagues, friends, and parents to participate in role plays. This will help to lessen the likelihood of students demonstrating self-protection skills only in the presence of their teacher.
4. Constantly repeat previously mastered skills. It is recommended that prior to introducing a new unit, review all previously learned skills. Additionally, it may be necessary to repeat a whole section if posttest results are not acceptable. The acquisition of self-protection skills by handicapped students does not differ from their acquisition of other skills. Repetition is necessary. It is crucial that students master the skills of Units 1-5 before going on to Unit 6. If less than 3/4 of a class masters posttest Units 1-5, it is recommended that these units be repeated.
5. The instructor should feel free to go beyond the activities described in the lessons. Teacher made materials and additional role plays may be used to reinforce the concepts presented.

STUDENT ROLE PLAYS

Testing through the use of role plays is conducted prior to instruction of Unit 1, after completion of Unit 5, prior to instruction of Unit 6, and after completion of Unit 11. There are separate role plays covering Units 1-5 and Units 6-11.

Role plays should be conducted by a person unfamiliar to the students to assure valid results. A male should be used since in the vast majority of exploitation cases, a male is the offender. Drama students from a local high school or college have proven successful in performing the role plays. The tester should have the opportunity to practice with approximately four students to insure that standard instructions are given to each student.

Students should be tested in a quiet room with only the tester and student present. A tape recorder should be placed in a inconspicuous location and used to record student responses. The purpose for using a tape recorder is to avoid having the tester write down student responses and thus interfere with the realism of the role play.

The instructor should only prepare the students by telling them that they will be going to a room to work with someone. The instructor should send the students individually to the testing room rather than having the tester enter the room to get each student. This will insure that each student sees the tester only during testing.

The tester should give the following instructions to the students; "Have you ever pretended to do something? We are going to pretend to do some things. I'll tell you what we are going to do. Let's start." The tester then reads the situations on the script. After testing, the tester should tell the student not to tell anyone else what they did.

The instructor can transcribe the tapes after testing. One point is given for each correct response and zero points are given for each incorrect response. Examples of correct and incorrect responses are included in the curriculum. There is a "a" or "b" following each question on the role play script. "a" questions ask for personal information or unsafe actions. "b" questions ask for information which is safe for the student to answer. The total number of correct "a" responses and "b" responses should be tallied separately. The criteria for mastery is on the role play script.

PRE-POST TEST UNITS 1-5

STUDENT NAME____________________

TEACHER____________________

DIRECTIONS: Conduct each role play with each student individually. Responses should be recorded on tape and transcribed later.

1. You are riding the bus and there is a man on the bus whom you have seen before. The man asks:
   - A. Hi, how do you like the weather today? b.____________________
   - B. What's your name? a.____________(if only first name, ask for the last name.)
     a.____________
   - C. How do you like the bus ride? b.____________________
   - D. Where do you live? a.____________________
   - E. What's your address? a.____________________
   - F. What's your phone number? a.____________________
2. You are at the bowling alley. A boy your age, you don't know comes up to talk to you:
   - A. Hi, how did you bowl today? b.____________________
   - B. Do you come here a lot? a.____________________
   - C. How did you get here? a.____________________
   - D. Are you a good bowler? b.____________________
   - E. Is anyone home at your house? a.____________________
   - F. Would you like a ride home? a.____________________
3. You are home alone. Someone calls you on the phone:
   - A. Hello, how are you today? b.____________________
   - B. I'm selling magazines. Can I come over and show them to you? a.____________
   - C. What is your favorite magazine? b.____________________
   - D. What is your address? a.____________________
   - E. Is anyone else home? a.____________________
   - F. Are you always alone? a.____________________
4. You are at the grocery store. A man comes over and starts to talk to you.
   - A. Isn't this store busy? b.________________
   - B. What's your name? a.________________(if student just gives first name, ask for last name) a.________________
   - C. I'd like to call you sometime. What's your phone number? a.____________
   - D. Do you have a boyfriend (girlfriend)? a.________________
   - E. What kind of food do you like best? b.________________

PRETEST/POSTTEST (circle one)

SCORING:
- a. One point for each instance in which student refuses to reveal unsafe information (1B, 1D, 1E, 1F; 2B, 2C, 2E, 3F; 3B, 3D, 3E, 3F; 4B, 4C, 4D)
- b. One point for each instance in which student gives appropriate social response (1A, 1C; 2A, 2D; 3A, 3C; 4A, 4E)

TOTAL SCORE: a.________________

b.________________

Mastered, not mastered (circle one)

Mastery: a. 12 or more points

b. 6 or more points

EXAMPLES OF CORRECT AND INCORRECT RESPONSES FOR PRETEST/POSTTEST UNITS 1-5

	CORRECT		INCORRECT
1.A.	fine, good, rotten, I don't like it, it's nice out, it's too cold (hot)	1.A.	I don't tell people that (DTPT), no response, (shakes head), no
1.B.	(gives first name only), I don't tell people that (DTPT), (shakes head), no	1.B.	(gives first and last name or last name only)
1.C.	fine, good, bad, rotten, OK	1.C.	DTPT, (shakes head), no
1.D.	DTPT, don't know, (shakes head), no	1.D.	(gives specific name such as Kent, Seattle, etc. or gives address or street name)
1.E.	DTPT, don't know, (shakes head), no	1.E.	(gives all or part of address or street name)
1.F.	DTPT, don't know, (shakes head), no	1.F.	(gives all or part of phone number)
2.A.	pretty good, OK, bad, horrible	2.A.	DTPT,(shakes head), I don't know, no
2.B.	DTPT, I don't know,(shakes head), no	2.B.	yes
2.C.	DTPT, (shakes head), no, I don't know	2.C.	bus, my mom (dad), car, my friend brought me, I walked
2.D.	yes, no, I don't know, OK I guess	2.D.	DTPT
2.E.	DTPT, yes	2.E.	no, (shakes head)
2.F.	no, (shakes head)	2.F.	yes
3.A.	OK, fine, good, horrible, bad	3.A.	DTPT, (shakes head), no
3.B.	no, (shakes head)	3.B.	yes, OK
3.C.	(names a magazine), I don't know	3.C.	DTPT, (shakes head)
3.D.	DTPT, don't know, (shakes head), no	3.D.	(gives all or part of address or street name)
3.E.	DTPT, yes	3.E.	no, (shakes head)
3.F.	DTPT, no	3.F.	yes
4.A.	yes, I don't know, I guess so, no	4.A.	DTPT, (shakes head)
4.B.	(only gives first name), DTPT, (shakes head), I don't know	4.B.	(gives first and last name or last name only)
4.C.	DTPT, no, (shakes head), I don't know	4.C.	(gives all or part of phone number)
4.D.	DTPT, I don't know	4.D.	yes, no, (shakes head)
4.E.	(names some food), I don't know	4.E.	no, (shakes head), DTPT

UNIT 1

IDENTIFYING RELATIONSHIPS

INTRODUCTION

This initial unit is intended to teach students to distinguish among strangers, friends, and family members. Students are introduced to the concepts of stranger, friend, and family member as a prerequisite to learning cautious behavior with strangers (Unit 2) and to discriminating appropriate and inappropriate touching (Unit 3).

Family members are those people who are related to the student by blood or by marriage. It is important for the student to realize that family members can sometimes be strangers (for example, the cousin who lives in another state), and that those people must be approached with the same caution that one holds for strangers.

For the purposes of this curriculum, no distinction is made between strangers and acquaintances. The reason for this approach is that the behaviors which are appropriate when dealing with acquaintances are the same as those which are appropriate when dealing with strangers. Students are taught that anyone they do not know very well is a stranger. This definition includes those people about whom the student knows nothing, as well as those people with whom the student has had some contact, but not enough for a friendship to develop (such as the mailman, gas station attendant, and other community workers).

The following statements are offered in helping the student identify a friend, and thus discriminate between friends and strangers.

1. A friend is someone you know well.
    - A. Basic information is known about the person, such as their address, school attended, and parent occupations.
    - B. More time is spent and enjoyed being with a friend than with people who are not friends.
2. Common interests and activities are shared by friends.
3. Friends care about each other.
    - A. Friends demonstrate kindness and consideration.
    - B. Friends help each other.

UNIT GOAL

The student will identify and discriminate among family members, friends and strangers.

LESSON SUMMARIES

Pretest: The student identifies pictures as either family members, friends or strangers.

Lesson 1: The student identifies strangers and non-strangers.

Lesson 2: The student discriminates among strangers, family members, and friends.

Lesson 3: The student recognizes community workers as strangers.

Posttest: Same procedure as pretest using different pictures.

NOTE TO TEACHER: Several of the lessons in this unit require pictures of the student's family, friends, and strangers. We suggest that prior to beginning the unit, the teacher send a letter home to the parents requesting several pictures of family members and friends. These should be single, not group shots. Parents should label pictures with subject name and relationship to child.

Pictures of strangers can be cut from magazines, but should also include snapshots. If this detail is overlooked, some students are likely to discriminate on the basis of snapshot vs magazine picture, rather than on the basis of the concepts taught in the unit.

A Polaroid camera may be used to let students take their own pictures of friends.

UNIT 1: PR

OBJECTIVE: Given a set of six pictures of people (tw
the students will correctly identify eac

MATERIALS	ACTIVIT
* Six pictures for each student - two each of the child's family, friends, and strangers.	Randomly stack the p picture at a time an "Is this a family me stranger?" Record r

*Not included.

CRITERION: 100% accuracy in identification of pictur

IF CRITERION IS MET: Proceed to Unit 2.
IF CRITERION IS NOT MET: Proceed to Lesson 1.

RETEST

wo of family members, two of friends, and two of strangers),
n as a family member, friend or stranger.

TIES

pictures. Show one
d ask the student,
ember, friend, or
responses.

es without assistance.

ALTERATIONS

BLIND/PARTIALLY SIGHTED:

Record voices of family members, friends, and strangers.

HEARING IMPAIRED:

Sign language.

LANGUAGE DELAYED:

Require only "yes" or "no" responses for each picture, "Is this a family member?", "Is this a friend?", and "Is this a stranger?"

PRETEST UNIT 1: IDENTIFYING RELATIONSHIPS

STUDENT NAME______________________

TEACHER___________________________

PICTURES	RESPONSE (family, friend, or stranger)	Correct (+)	Incorrect (-)
1.	_______________________________________		
2.	_______________________________________		
3.	_______________________________________		
4.	_______________________________________		
5.	_______________________________________		
6.	_______________________________________		

NUMBER CORRECT_______________

Mastered, Not mastered (circle one)
Mastery: 6 correct responses

UNIT 1: IDENTIFYING R

DATA SHEE

STUDENT NAME____________________

TEACHER_________________________

Lesson	Data (circle correct responses and X out incorrect where appropriate)
Pretest:	Fill in number correct from pretest______
1.	1 2 3 4 5 6 7 8
2.	1 2 3 4 5 6 7 8 9
3.	1 2 3 4 5
Posttest:	Fill in number correct from posttest______

ELATIONSHIPS

T

Criterion	Mastered (+)	Not mastered (-)
6 correct responses on pretest		
At least 6 correct responses without assistance		
Correct discrimination of 7 out of 9		
Accurate identification of 4 out of 5 pictures in activity without prompting.		
6 correct responses on posttest		

UNIT 1: LESSO

SKILL: Identifying strangers.

OBJECTIVE: Given a set of pictures (4 of strangers, 2 o
correctly identify six of the seven pictures
a stranger?"

MATERIALS

*A set of 10-15 pictures of people that are not known by the students. Include pictures of total strangers as well as pictures of familiar faces (eg. pictures of movie stars, advertising personnel).

*A set of pictures of some of each student's friends and family members.

*Not included.

ACTIVITIES

A. Lead discussion about
friends. Elicit the
1. Family members:
   a. Are people wh
   b. Usually live
   c. Usually know
      times do not.
2. Friends:
   a. Trust each ot
   b. Know a lot ab
   c. Demonstrate k
   d. Share common
   e. Enjoy spendin
Ask the students to n
and friends.

B. Introduce the concept
size the following po
1. Little informatio
2. A stranger can be
   fore.
3. A stranger cannot

C. Show pictures of stra
ing why the person is

D. Go around the class.
family member, two of
strangers. Show each
a stranger?"

CRITERION: Six out of seven correct responses in Activi
IF CRITERION IS MET: Proceed to Lesson 2
IF CRITERION IS NOT MET: Teach the student to discrimina

ON 1

f friends, and 1 family member), the student will
as strangers or non-strangers when asked, "Is this

family members and
following points:

o are related.
together, sometimes do not.
each other very well, some-

her.
out each other.
indness toward one another.
interests.
g time with each other.
ame some family members

of a "stranger". Empha-
ints:
n is known about strangers.
someone you have seen be-

be trusted.

ngers. Discuss each, tell-
a stranger.

Intermingle 1 picture of a
friends, and four of
picture and ask, "Is this

ty D without assistance.

te between family members and friends, then reintroduce Lesson.

ALTERATIONS

BLIND/PARTIALLY SIGHTED:

Record voices of family members, friends, and strangers.

HEARING IMPAIRED:

Sign language.

LANGUAGE DELAYED:

Require only "yes" or "no" response to the question, "Is this a stranger?"

UNIT 1

SKILL: Identifying and discriminating among friend

OBJECTIVE: The student will discriminate family me

MATERIALS

*A large sheet of paper divided into 3 sections with dark lines.

*Not included

ACT

A. Review concepts
member,and frien

B. Present sectione
Direct students

1. Identify eac
friend,or fa
the appropri

CRITERION: Correct discrimination of three out of

IF CRITERION IS MET: Proceed to Lesson 3.
IF CRITERION IS NOT MET: Repeat Lesson 2.

LESSON 2

, family members, and strangers.

ers, friends, and strangers by sorting pictures.

VITIES

f a stranger, family
.

paper and pictures.
:

picture as a stranger,
ly member and place in
e place on the paper.

ALTERATIONS

BLIND/PARTIALLY SIGHTED:

Record the voices of family members, friends, and strangers. Have the student's count the number of times they hear a stranger's voice or a family member's voice.

HEARING IMPAIRED:

Sign language.

LANGUAGE DELAYED:

Code each section of the worksheet with a picture.

ur pictures without prompting.

UNIT 1: LESSON 3

SKILL: Recognizing that community workers can be strangers.
OBJECTIVE: The student will identify community workers as strangers.

MATERIALS

* 20 pictures of community workers (14) and friends, and family members, (6) pasted on cardboard.

* Small flat box

ACTIVITIES

A. Explain to the students that people who work in their communities and homes can also be strangers. Give examples and discuss the reasons these people are strangers, (ie. Don't know them well, don't know personal information about them).

B. With the students, make a list of community workers who may be strangers. For example:

1. policeman
2. firemen
3. store clerk
4. construction worker
5. teachers
6. bank tellers
7. nurses
8. doctors
9. waiters/waitresses
10. taxi drivers
11. gas station attendants
12. elevator operators
13. postmen
14. clergy
15. door to door salesman
16. repairman

C. Present pictures of community workers, friends, and family members. Ask students to tell which are strangers. It would be helpful to take snapshots of community workers so that discriminations will not be made on the basis of whether the picture is a photograph or cut out of a magazine.

D. Play the card game. Each student is dealt five cards (of community workers/family/friends). One student at a time turns over one of their cards, identifies whether or not it's a stranger, and places it in appropriate place (inside stranger box or beside). A token is earned for each correctly identified card. After all cards are dealt out and identified the player with the most tokens wins.

ALTERATIONS

BLIND/PARTIALLY SIGHTED:

Describe pictures.

HEARING IMPAIRED:

Sign language.

CRITERION: Accurate identification of four out of five cards in Activity D without prompting.
IF CRITERION IS MET: Proceed to Posttest.
IF CRITERION IS NOT MET: Repeat Lesson 3.

UNIT 1: P

OBJECTIVE: Given a set of six pictures of people (two
the student will correctly identify each a

MATERIALS	ACTIVIT
* Six pictures for each student - two each of the child's family, friends, and strangers.	Randomly stack the picture and ask the student, "Is t stranger?" Record respons

*Not included

CRITERION: 100% accuracy in identification of picture

IF CRITERION IS MET: Proceed to Unit 2
IF CRITERION IS NOT MET: Reteach Unit 1

OSTTEST

of family members, two of friends, and two of strangers), s a family member, friend, or stranger.

IES ALTERATIONS

s. Show one picture at a time his a family member, friend, or es.

Same as Pretest.

s without assistance.

POSTTEST UNIT 1: IDENTIFYING RELATIONSHIPS

STUDENT NAME____________________

TEACHER_____________________

PICTURES	RESPONSE (family member, friend, stranger)	Correct (+)	Incorrect (-)
1.	______________________________		
2.	______________________________		
3.	______________________________		
4.	______________________________		
5.	______________________________		
6.	______________________________		

NUMBER CORRECT____

Mastered, Not mastered (circle one)
Mastery: 6 correct responses

UNIT 2: PRECAUTIONS TO TAKE WITH STRANGERS

INTRODUCTION

Unit 2 deals with safety precautions which should be taken when dealing with those people who are defined as strangers. As stated in the introduction to Unit 1, students are taught to use the word "stranger" to refer to two groups of people:. (a) those who are typically referred to as strangers and about whom there is little or no information; and (b) those who are generally called "acquaintances" about whom there is some, but not much, information. The precautions that should be taken with both strangers and acquaintances are the same, and therefore to make a distinction between the two at this point seems superflous and risks confusing the students.

It is important for children to exercise precautions with strangers. Data indicates that numerous physically and mentally handicapped children are exploited by people considered strangers. For example, neighbors, volunteers, bus drivers, and store clerks have been cited as offenders in some cases of exploitation. Because offenders are found in all strata of society and in all professions, the student needs to take equal precautions with all people who are considered strangers, be it attorney, salesperson, or construction worker.

In this unit, students build on the concepts presented in Unit 1 to develop safety practices which should be observed in dealing with people, particularly strangers. Safety practices for a variety of situations are introduced and reinforced through practice. For example, students are taught never to let strangers in the house, and never go anywhere alone with a stranger.

It is hoped that this unit will provide students with the skills needed to operate wisely in real world situations where exploitation is a threat.

UNIT GOAL

The student will be cautious when dealing with strangers.

LESSON SUMMARIES

Pretest: The student identifies safe and unsafe situations and/or actions.

Lesson 1: The student recalls 3 "stranger safety rules."

Lesson 2: The student discriminates simple situations as safe or unsafe.

Lesson 3: The student discriminates increasingly more difficult situations as safe and unsafe.

Lesson 4: The student will recognize inappropriate touching by strangers.

Lesson 5: The student recalls "stranger safety rules" by creating his/her own story about a person who breaks one of the rules.

Posttest: Same as pretest.

UNIT 2

OBJECTIVE: The student will identify safe and uns

MATERIALS	ACTIV
Data sheet for recording responses.	A. Ask the stu on the pret sponses.

CRITERION: Correct response to 12 out of 15 quest

IF CRITERION IS MET: Proceed to Unit 3.
IF CRITERION IS NOT MET: Proceed to Lesson 1.

: PRETEST

afe situations and/or actions.

ITIES

ALTERATIONS

dent the questions
est. Record re-

HEARING IMPAIRED:

Sign language.

ions without prompting.

PRETEST UNIT 2: PRECAUTIONS TO TAKE WITH STRANGERS

STUDENT NAME____________________

TEACHER_________________________

Directions: Ask the following questions. Circle the student's response.

		RESPONSE		CORRECT RESPONSE
1.	Is it ok for a stranger to hug you?	Yes	No	No
2.	If it were your birthday, would you take a present from your mom/dad?	Yes	No	Yes
3.	Is it ok to let a man you don't know very well into your house when you are the only one home?	Yes	No	No
4.	Is it ok to go to the movie with your uncle?	Yes	No	Yes
5.	Is it ok to let the person who sells you toys give you a ride home?	Yes	No	No
6.	Should you tell your last name to someone who starts talking to you at the bus stop?	Yes	No	No
7.	Is it ok to tell a man you meet on the bus where you live?	Yes	No	No
8.	Is it ok for a stranger to kiss you?	Yes	No	No
9.	If you meet a man at a swimming pool and he swims with you, is it ok to go home with him?	Yes	No	No
10.	Is it ok to shake hands with someone you just met?	Yes	No	Yes
11.	Is it ok to eat lunch at your friend's house, if your mom and his mom say it's ok?	Yes	No	Yes
12.	Should you let your dad give you a ride home from school?	Yes	No	Yes
13.	If you see your mailman in the street and he asks you if he could take you to get an ice cream, is it ok to go?	Yes	No	No
14.	If a waiter asks you where you live, is it ok to give him your address?	Yes	No	No
15.	Is it ok to eat the candy your mom sent in your lunch?	Yes	No	Yes

NUMBER CORRECT________________

Mastered, Not mastered (circle one)
Mastery: 12 or more correct responses

UNIT 2: PRECAUTIONS TO T

STUDENT NAME____________________

TEACHER_________________________

Lesson	Data (circle correct responses where appropriate)
Pretest:	Fill in number correct from pretest____
1	Verbalization of one stranger safety rule 1 2 3
2	Unsafe situations 1 2 3 4 Safe situations 1 2 3 4
3	Unsafe situations 1 2 3 4 Safe situations 1 2 3 4
4	Did student correctly identify ok or not ok touching 1 2 3 4
5	Did student describe the breaking of a "stranger safety rule" Yes No
Posttest:	Fill in number correct from posttest_____

AKE WITH STRANGERS

Criterion	Mastered (+)	Not mastered (-)
12 or more correct responses		
Verbalization of at least one stranger safety rule without prompting		
Correct identification of at least 2 unsafe situations and 2 safe situations without prompting		
In 5 trials, correct identification of at least 2 unsafe situations and 1 safe situation without prompting		
Given 4 trials, 3 correct discriminations of ok or not ok touching by strangers		
Description of story in which one "stranger safety rule" was broken		
12 or more correct responses		

UNIT 2: LESSON 1

SKILL: Recognizing risks in dealing with strangers.

OBJECTIVE: The student will recall 3 "stranger safety rules".

MATERIALS

Posterboard

Felt tip marker
(broad point)

ACTIVITIES

A. Briefly review the concept of "stranger". Emphasize that a stranger is someone you have never met before or someone whom you know very little about.

B. Ask the following questions, discussing the reasons for each answer:

1. Should you get in a car with a stranger?
2. Should you go places alone with someone you just met?
3. Should you go places alone with a stranger?
4. Should you take presents from a stranger?
5. Should you accept a present from someone you know very little about?
6. Should you accept favors from strangers? (Define "favor" if neccessary)
7. Should you tell the taxi driver your last name?
8. Should you tell a stranger your first name and last name?
9. Should you lend money to someone sitting next to you on a bus?
10. Should you let a stranger in your house?
11. Should you let a repairman in the house when you are the only one home?
12. Should you take food from strangers?
13. Should you let a stranger hug you?
14. Should you let a stranger kiss you?

ALTERATIONS

BLIND/PARTIALLY SIGHTED:

Make tape recording of "Stranger Safety Rules" or use braille.

HEARING IMPAIRED:

Sign language.

LANGUAGE DELAYED:

Have student illustrate one stranger safety rule.

Cont.

ACTIVIT

C. As a class activity, mak
Rules", letting each stu
more rules. (Give child

1. Don't get into car w
2. Don't accept food fr

D. As a class activity make
to do with Strangers".

1. Shake hands.
2. Say "Hi".
3. Give the time.
4. Give first name if y
5. Give directions.

CRITERION: Recall of 1 stranger safety rule without p

IF CRITERION IS MET: Proceed to Lesson 2.
IF CRITERION IS NOT MET: (Student is not required to
proceed to Lesson 2.) If cr
to Lesson 2. After requirem
then proceed with Lesson 3.

1 (cont.)

IES

e a chart of "Stranger
dent contribute one or
ren cues as needed.)

ith a stranger.

om a stranger.

a chart of "OK Things
For example:

ou want to.

rompting.

reach criterion for Lesson 1 at this point in order to
iterion on Lesson 1 is not met on the first trial, proceed
ents for Lesson 2 are met, repeat activity of Lesson 1,

UNIT 2: LE

SKILL: Recognizing risks in dealing with strangers.

OBJECTIVE: Given descriptions of four unsafe and two saf
in which the main character acted unsafely an
tions describe an event in which a character
the stranger as a stranger.)

MATERIALS

WN 201-210

ACTIVITIES

A. Review the stranger
Lesson 1.

B. Role play the situa
if the student acte
Discuss reasons for
lesson, the student
that the main chara
with a stranger).
suggested ways to b
The teacher should
yond the questions

CRITERION: In 6 trials, identification of 2 unsafe and 2

IF CRITERION IS MET: Proceed to Lesson 3.
IF CRITERION IS NOT MET: Repeat the Lesson.

SSON 2

e situations, the student will identify three instances d two in which the character acted safely. (The situa- encounters a stranger. The text identifies outright

safety rules from

tions provided. Ask d safely or not. the answer (in this is told directly cter is dealing The situations are egin the role plays. feel free to go be- provided.

ALTERATIONS

HEARING IMPAIRED:

Use sign language or make copies of the description for each student to read.

safe situations without prompting.

UNIT 2: LESSON 3

SKILL: Recognizing risks in dealing with strangers.

OBJECTIVE: Give descriptions of no more than three unsafe and two safe situations, the student will identify two instances in which the main character acted unsafely and one in which the character acted safely. (The situations describe an event in which a character encounters a stranger. The text does not identify a stranger as a stranger.)

MATERIALS	ACTIVITIES	ALTERATIONS
WN 211-220	A. Review some community workers who are strangers.	HEARING IMPAIRED:
	B. Review stranger safety rules from Lesson 1.	Sign language.
	C. Role play situations provided. Ask if the student acted safely or not. Discuss reasons for the answer. (In this lesson, the student must first determine if a stranger is involved before he can determine whether the main character acted safely or not.) The situations are suggested ways to begin the role plays. The teacher should feel free to go beyond the questions provided.	LANGUAGE DELAYED: Act out the stories as you read them aloud.

CRITERION: In 5 trials, identification of 2 unsafe and 1 safe situation without prompting.

IF CRITERION IS MET: Proceed to Lesson 4.
IF CRITERION IS NOT MET: Repeat the Lesson.

UNIT 2: L

SKILL: Recognizing inappropriate touching by strangers.

OBJECTIVE: When shown pictures involving strangers, the s
appropriate touching at least 3 out of 4 time

MATERIALS

PS 312-314, 318, 319, 321, 324, 325

(Note: the script for these pictures differ from the script used in Unit 3, Lesson 2, in that a stranger is always doing the touching in this lesson.)

ACTIVI

A. Review Stranger Safet
that are OK to do wit
1.

B. Discuss the fact that
ways a stranger might
ing which would be OK
tap on the shoulder t
sical exam by a docto
be hugging, kissing,
shoulders, or rubbing

C. Show the pictures of
325) and read script.

D. Show the pictures of
314, 318, 319) and re

E. Mix the pictures up a
tify whether the touc

CRITERION: In 4 trials, 3 correct discriminations of OK

IF CRITERION IS MET: Proceed to Lesson 5.
IF CRITERION IS NOT MET: Repeat the Lesson.

LESSON 4

student will correctly identify inappropriate and
s.

TIES

y Rules and Activities
n strangers from Lesson
.

there are OK and not OK
touch a person. Touch-
would be shaking hands,
o call attention, a phy-
r, etc. Not OK ways would
putting an arm around the
parts of the body.

OK touching (PS 321, 324,

not OK touching (PS 312-
ad script.

nd have the students iden-
hing is OK or not OK.

or not OK touching by strangers.

ALTERATIONS

HEARING IMPAIRED:

Sign language.

UNIT 2: LE

SKILL: Recognizing risks in dealing with strangers.

OBJECTIVE: The student will recall a "stranger safety who breaks one of the rules.

MATERIALS	ACTIVI
None	A. Review the "Stranger S in Lesson 1. B. Divide the students i make up a story about safety rules". C. Ask a pair of students to the class. After ea member of the class to broken in the story.

CRITERION: One story which describes a "Stranger Safe

IF CRITERION IS MET: Proceed to Posttest.
IF CRITERION IS NOT MET: Repeat Lesson 1 and Lesson 3.

SSON 5

rule" by creating his/her own story about a person

TIES

ALTERATIONS

afety Rules" listed

HEARING IMPAIRED:

Sign language.

nto pairs. Have them
one of the "stranger

to tell their story
ch story ask another
tell what rule was

LANGUAGE DELAYED:

Require only one or two sentence "stories".

ty Rule" without prompting.

UNIT 2: POS

OBJECTIVE: The student will identify safe and unsafe sit

MATERIALS	ACTIVITIE
Data sheet for recording responses.	A. Ask the student the on the posttest. R sponses.

CRITERION: Correct answers to 12 out of 15 questions wit

IF CRITERION IS MET: Proceed to Unit 3.
IF CRITERION IS NOT MET: Repeat Lessons 3 and 4 in Unit

TTEST

uations and/or actions.

S

questions
ecord re-

hout prompting.

, then repeat Unit 2.

ALTERATIONS

HEARING IMPAIRED:

Sign language.

POSTTEST UNIT 2: PRECAUTIONS TO TAKE WITH STRANGERS

STUDENT NAME____________________

TEACHER_________________________

Directions: Ask the following questions. Circle the student's response.

		RESPONSE		CORRECT RESPONSE
1.	Is it ok for a stranger to hug you?	Yes	No	No
2.	If it were your birthday, would you take a present from your mom/dad?	Yes	No	Yes
3.	Is it ok to let a man you don't know very well into your house when you are the only one home?	Yes	No	No
4.	Is it ok to go to the movie with your uncle?	Yes	No	Yes
5.	Is it ok to let the person who sells you toys give you a ride home?	Yes	No	No
6.	Should you tell your last name to someone who starts talking to you at the bus stop?	Yes	No	No
7.	Is it ok to tell a man you meet on the bus where you live?	Yes	No	No
8.	Is it ok for a stranger to kiss you?	Yes	No	No
9.	If you meet a man at a swimming pool and he swims with you, is it ok to go home with him?	Yes	No	No
10.	Is it ok to shake hands with someone you just met?	Yes	No	Yes
11.	Is it ok to eat lunch at your friend's house, if your mom and his mom say it's ok?	Yes	No	Yes
12.	Should you let your dad give you a ride home from school?	Yes	No	Yes
13.	If you see your mailman in the street and he asks you if he could take you to get an ice cream, is it ok to go?	Yes	No	No
14.	If a waiter asks you where you live, is it ok to give him your address?	Yes	No	No
15.	Is it ok to eat the candy your mom sent in your lunch?	Yes	No	Yes

NUMBER CORRECT________________

Mastered, Not mastered (circle one)
Mastery: 12 or more correct responses

WN 201

You are walking home from school. While you're waiting for a walk sign, a stranger stops beside you on a motorcycle. You say, "That's a nice motorcycle. Does it go fast?"

"It sure does," says the stranger. "Hop on."

WN 202

Your grandmother is coming to spend the day while your mother is shopping. When the doorbell rings, you run to the door, expecting your grandmother. Instead you find a stranger.

The stranger asks if he could have a drink of water.

WN 203

You are playing alone in the front yard. A stranger walks by and says, "Hi, what are you doing?"

"Nothing," you say.

"If you come over here I'll give you a dollar."

WN 204

You are waiting in line to see a movie. A stranger standing in front of you says, "It sure is cold."

You say, "Yes, I hope we get inside soon."

"Well, at least I hope this movie is worth waiting for," says the stranger. Then he gets some gum out of his pocket and offers you a piece.

WN 205

You are at home watching TV. You are alone. There is a knock at the door. You open the door and see a stranger.

The stranger asks, "Is your mother home?"

"May I use your phone?", asks the stranger.

WN 206

You are waiting for your mother. You are at Northgate and your mom tells you to wait while she goes into Penney's for just a minute. It seems like she has been gone for a long time, and you wish she would hurry. Then a stranger sits down on the bench next to you.

The stranger takes a big chocolate cookie from a bag and says, "Here, would you like a cookie?"

WN 207

You are walking up a long hill that is two blocks from your school. You didn't mind walking to school, but you hate walking up this long, steep hill. You turn when you hear a car drive up behind you. Stopping the car beside you, the stranger who was driving the car calls to you.

He says, "Hi, would you like a ride?"

WN 208

You have an appointment to see Dr. Murphy. You walk into the crowded waiting room. The only place to sit is beside a stranger.

You sit down and begin looking at a magazine.

WN 209

The bus is nearly full. You could only find a seat beside a stranger.

You smile at him and say, "Hi." The stranger smiles too and asks, "Where do you live?"

WN 210

Your teacher is helping you with your reading. While she is helping you at her desk, a stranger walks into the classroom.

Your teacher looks up and says, "Miss James, come in," she turns to you and says "I would like you to meet Miss James."

Miss James holds out her hand and says, "Hello."

WN 211

You and your friend are going to an afternoon movie downtown. You are lost. There are lots of theaters, but you can't find the right one. While you are waiting for a light to change, your friend asks a friendly looking man if he knows where the Cinerama is located. He says he was going that way and that he'd give you a ride if you follow him to his car.

WN 212

You are walking over to your friend's house. You pass a telephone repairman's van. The back doors are open, and you look inside. The repairman walks up behind you and he asks, "Do you like my van?" You nod your head. Then the repairman says, "If you want a ride, hop in."

WN 213

The doorbell rings and you open the door. A man who says his name is John Phillips asks to see your mother. He is selling vacuum cleaners. You say your mother isn't home.

WN 214

You are walking back from the 7-11 with a carton of milk for your mother. Passing an apartment being built, you see a workman having lunch. The man offers you a cookie.

WN 215

Your mother has just stepped out of the house for a couple of minutes to get some milk at the corner store. You are sitting in your wheelchair in the front yard waiting for your mom to return. The mailman comes by and asks, "How would you like a push down the street?"

WN 216

You sit down at a lunch counter. You ask the waitress "Is 50 cents enough for french fries and a coke?"

She says, "No."

"Ok, I'll have a coke."

A man sitting beside you says, "Come home with me and I'll cook you some french fries and a hamburger, too."

WN 217

You run up to the bus stop just as the bus is pulling away. "Was that a number 2 bus?" you ask a man standing nearby.

"No," the man replies, "that was the number 9. Where do you live honey?"

WN 218

Your mother is busy waxing the kitchen floor. When the doorbell rings, she asks you to answer it. A man is selling brushes. He asks, "May I speak with your mother?"

WN 219

Your mother is making pizza for dinner and needs some spices. You run over to the Safeway across the street. You find the seasoning, but it is on the top shelf. Even on tiptoes you can't reach that high. You ask a man standing nearby to hand you the spice.

WN 220

One morning you are fishing off of Pier 70. You hadn't caught even a fish, but the man next to you had caught three big ones. The man asks, "Do you like fish?"
You say, "Yes." The man says, "I have more than I can eat. If you come with me for lunch, I'll fry us up some fish."

PHOTOGRAPH SCRIPT

Private Body Parts

312 Wendy is alone in the kitchen at a party. A boy she doesn't know pushes her against the refrigerator and touches her breast. Is that ok?

313 A stranger sees Missy walking in an alley. He comes up behind her and touches her breast. Is that ok?

314 Mindy is watching TV. The TV repairman touches her breast. Is that ok?

318 Jenny has just met the girl next door. As she turns to walk away, the girl puts her hand on Jenny's bottom. Is that ok?

319 A man asks Ellen for change for a dollar. As she looks, the man puts his hand on Ellen's crotch. Is that ok?

321 The new aide at school is touching Linda's arms to help her off the bus. Is that ok?

323 When Ginny came home from school she was excited to see a saleslady at her house. Ginny put her arms around her and gave her a big hug. Is that ok?

324 Jerry said he didn't feel good. A nurse Jerry does not know is touching his forehead to see if he has a temperature. Is that ok?

325 Lisa is unhappy and crying because she got a shot at school. The man is touching her face to wipe away the tears. Is that ok?

UNIT 3

PRIVATE BODY PARTS

INTRODUCTION

In this unit, students are taught to identify certain areas of the body as private. Students need to be instructed that no one should touch private areas of their body except for health or hygienic purposes. An individual of any status (family member, friend, or stranger) who touches private body areas without a hygienic or health related purpose, is touching inappropriately. Through the use of pictures included in this unit, students learn to distinguish inappropriate from appropriate, hygienic or affectionate touching.

It is intended that this approach will assist children who are victims of incest or child molestation to recognize the inappropriate behavior of the offender. In Unit 11, the students will learn how to report such inappropriate touching to a reliable authority figure.

UNIT GOAL

The student will realize that certain body parts are private and should not be touched by other people other than for health reasons.

LESSON SUMMARIES

Pretest: The student identifies inappropriate touching, and identifies private body parts that should not be touched by anyone except for health reasons.

Lesson 1: The student locates private body parts.

Lesson 2: The student discriminates body parts that should not be touched by others except for health reasons.

Lesson 3: The student discriminates appropriate and inappropriate touching.

Posttest: Same procedure as pretest.

UNIT 3: PRETEST

OBJECTIVE: a. Given a set of pictures, the student will identify inappropriate touching.
b. The student will discriminate private and non-private body parts.

MATERIALS

PS 301-311

*Male and female dolls or other appropriate models

*Not included

ACTIVITIES

PART A

With one student at a time, present pictures. Read photo script. Require only "yes" or "no" responses.

PART B

A. Working with each student individually, point to body parts on doll one at a time. Ask, "Is this part private?"

1. arm
2. breast
3. leg
4. buttock
5. genital area
6. foot
7. hand
8. head
9. thigh

(9 questions)

B. For each private body part correctly identified as private (breast, buttock, genital area, thigh) ask "Is it ok for someone to touch you there, except for a doctor or nurse?"
(4 questions)

TOTAL QUESTIONS 13

ALTERATIONS

BLIND/PARTIALLY SIGHTED:

Describe the picture.

HEARING IMPAIRED:

Sign language.

CRITERION: Part A - 9 of 11 correct responses in identifying inappropriate touching, without prompting.
Part B - Correct response to 10 of 13 questions without prompting.

IF CRITERION IS MET: Proceed to Unit 4.
IF CRITERION IS NOT MET: Proceed to Lesson 1.

PRETEST UNIT 3: PRIVATE BODY PARTS

STUDENT NAME____________________

TEACHER____________________

Part A Directions: Show the student each picture and read the script. Require only a "yes" or "no" response. Mix the pictures up so test "set" is not established.

PICTURES		STUDENT RESPONSE		CORRECT RESPONSE
1.	301	Yes	No	No
2.	302	Yes	No	No
3.	303	Yes	No	No
4.	304	Yes	No	No
5.	305	Yes	No	No
6.	306	Yes	No	No
7.	307	Yes	No	Yes
8.	308	Yes	No	Yes
9.	309	Yes	No	Yes
10.	310	Yes	No	Yes
11.	311	Yes	No	Yes

NUMBER CORRECT________________

Mastered, Not mastered (circle one)
Mastery: 9 correct responses.

Part B Directions: Working with each student individaully point to body parts on the doll one at a time. Ask the following questions:

A. Is this part private?
B. Is it OK for someone to touch you there except for a doctor or nurse? Ask only for the four private body parts, (breast, buttock, genital area, thigh) correctly identified as private.

BODY PARTS	STUDENT RESPONSE (A)		STUDENT RESPONSE (B)		CORRECT (A)	CORRECT (B)
1. arm	Yes	No			No	
2. breast	Yes	No	Yes	No	Yes	No
3. leg	Yes	No			No	
4. buttock	Yes	No	Yes	No	Yes	No
5. genital area	Yes	No	Yes	No	Yes	No
6. foot	Yes	No			No	
7. hand	Yes	No			No	
8. head	Yes	No			No	
9. thigh	Yes	No	Yes	No	Yes	No

SCORING: 1 point for each correct response to Part A
1 point for each "no" response where appropriate on Part B (13 points possible)

TOTAL SCORE: ______________

Mastered: Not mastered (circle one)
Mastery: At least 10 points.

PRIVATE BODY PAR

STUDENT NAME ____________________

TEACHER ________________________

Lesson	Data (circle correct responses where appropri
Pretest	Fill in number correct from Pretest Part A________ Part B ______
1	Private Private Private Private Not Private Not Private Not Private Not Priva
2	Is the picture of touching ok or not ok? Student Response Correct (+) Incorrect (-) 1. ok not ok 2. ok not ok 3. ok not ok 4. ok not ok 5. ok not ok
3	Is the touching ok? Student Response Correct (+) Incorrect (-) 1. ok not ok 2. ok not ok 3. ok not ok 4. ok not ok 5. ok not ok
Posttest	Fill in number correct from posttest Part A ______ Part B ______

RTS: UNIT 3

riate)	Criterion	Mastered (+)	Not Mastered (-)
	Part A: 9 correct Part B: 10 points	Part A Part B	
vate	Correctly identifying all private body parts without prompting.		
	Correct identification of 4 out of 5 examples of "not ok touching".		
	Correct identification without assistance of 4 out of 5 inappropriate touching situations.		
	Part A: 9 correct responses Part B: 10 points	Part A Part B	

UNIT 3: LESSON 1

SKILL: Identifying private body parts.

OBJECTIVE: The student will locate private body parts on a model.

MATERIALS

*Any male or female models such as a doll or mannequin should be used. Both male and female should be used.

*Not included

ACTIVITIES

A. Discuss appropriate touching. Ask the students to make a list of the appropriate ways people touch them, for example; shaking hands, pats on the back, hugs, and kisses. Explain that whether touching is OK depends on whether it is a friend, family member, or stranger doing the touching. For instance, it is OK for anyone to shake hands but it is not OK to hug a stranger.

B. Explain that everyone has private body parts that should not be touched by anyone - strangers, friends, or parents except for health reasons. It may be necessary to explain this. Show the private body parts on the models.

C. Point to various parts of the models and ask, "Is this a private body part?"

D. Work with each student individually. Show the doll to each student individually. Say, "Show me the private body parts."

ALTERATIONS

BLIND/PARTIALLY SIGHTED:

Use doll. Glue textured fabric to appropriate body parts.

HEARING IMPAIRED:

Sign language.

CRITERION: Correct location of all 4 private body parts without prompting.

IF CRITERION IS MET: Proceed to Lesson 2
IF CRITERION IS NOT MET: Repeat Lesson 1

UNIT 3: LESSON 2

SKILL: Identifying body parts not to be touched by others except for health reasons.

OBJECTIVE: Given a set of photos showing both appropriate and inappropriate touching, the student will identify five photos which show inappropriate touching.

MATERIALS	ACTIVITIES	ALTERATIONS
PS 312-326	A. Review private body parts on doll.	BLIND/PARTIALLY SIGHTED:
	B. Discuss appropriate touching. Talk about ways that people touch children. Approach the topic from the stand point that when children are babies, people must touch private body parts for hygienic reasons (diapering, bathing, checking for rashes and infections), but as children grow older, people have less and less need to touch private body parts. Elaborate on this point as necessary, considering the handicaps of the students in your class and the personal touching which may be necessary because of the handicaps.	Describe photos.
	C. Show pictures of appropriate touching. Discuss why each picture is appropriate after reading script.	
	D. Explain that sometimes people who are strangers, friends, or even family members, touch children's private body parts without good reasons.	
	E. Show pictures of inappropriate touching. Discuss why each picture is inappropriate after reading script.	
	F. Combine appropriate and inappropriate touching pictures. Ask students to state which are OK and which are not OK.	

CRITERION: Correct identification of 4 out of 5 inappropriate touching photos without prompting.
IF CRITERION IS MET: Proceed to Lesson 3.
IF CRITERION IS NOT MET: Repeat Lessons 1 and 2.

UNIT 3: LESSON 3

SKILL: Identifying inappropriate touching of private parts.

OBJECTIVE: Given a set of slides showing both appropriate and inappropriate touching, the student will identify four inappropriate touching slides.

MATERIALS	ACTIVITIES	ALTERATIONS
SS 601 - 624	A. Review location of private body parts. B. Review general rule about private parts. C. Review specific exceptions to rule - health reasons. D. Show slides, read script, and ask questions: 1. Who is doing the touching? 2. Where are they touching? 3. Is that OK? 4. Why or why not?	BLIND/PARTIALLY SIGHTED Describe slides.

CRITERION: Correct identification without prompting of 4 out of 5 inappropriate touching situations.

IF CRITERION IS MET: Proceed to Posttest.
IF CRITERION IS NOT MET: Review Lessons 2 and 3.

UNIT 3: POSTTEST

OBJECTIVE: a. Given a set of pictures, the student will identify inappropriate touching.
b. The student will discriminate private and non-private body parts.

MATERIALS

PS 301-311

*Male and female dolls or other appropriate models

*Not included

ACTIVITIES

PART A

With one student at a time, present pictures. Read photo script. Require only "yes" or "no" responses.

PART B

A. Working with each student individually, point to body parts on doll one at a time. Ask, "Is this part private?"

1. arm
2. breast
3. leg
4. buttock
5. genital area
6. foot
7. hand
8. head
9. thigh

(9 questions)

B. For each private body part correctly identified as private (breast, buttock, genital area, thigh) ask "Is it ok for someone to touch you there, except for a doctor or nurse?"
(4 questions)

TOTAL QUESTIONS 13

ALTERATIONS

BLIND/PARTIALLY SIGHTED:

Describe the picture

HEARING IMPAIRED:

Sign language.

CRITERION: Part A - 9 of 11 correct responses in identifying inappropriate touching, without prompting.
Part B - Correct response to 10 of 13 questions without prompting.

IF CRITERION IS MET: Proceed to Unit 4.
IF CRITERION IS NOT MET: Proceed to Lesson 1.

POSTTEST UNIT 3: PRIVATE BODY PARTS

STUDENT NAME____________________

TEACHER____________________

Part-A Directions: Show the student each picture and read the script. Require only a "yes" or "no" response.

PICTURE		STUDENT RESPONSE		CORRECT RESPONSE
1.	301	Yes	No	No
2.	302	Yes	No	No
3.	303	Yes	No	No
4.	304	Yes	No	No
5.	305	Yes	No	No
6.	306	Yes	No	No
7.	307	Yes	No	Yes
8.	308	Yes	No	Yes
9.	309	Yes	No	Yes
10	310	Yes	No	Yes
11.	311	Yes	No	Yes

NUMBER CORRECT__________

Mastered, Not mastered (circle one)
Mastery: 9 correct responses

Part B Directions: Working with each student individually point to body parts on the doll one at a time. Ask the following questions.

A. Is this part private?
B. Is it OK for someone to touch you there, except for a doctor or nurse? Ask only for the private body parts (breast, buttock, genital area, thigh) correctly identified as private.

BODY PARTS	STUDENT RESPONSE (A)		STUDENT RESPONSE (B)		CORRECT (A)	CORRECT (B)
1. arm	Yes	No			No	
2. breast	Yes	No	Yes	No	Yes	No
3. leg	Yes	No			No	
4. buttock	Yes	No	Yes	No	Yes	No
5. genital area	Yes	No	Yes	No	Yes	No
6. foot	Yes	No			No	
7. hand	Yes	No			No	
8. head	Yes	No			No	
9. thigh	Yes	No	Yes	No	Yes	No

SCORING: 1 point for each correct response to Part A.
1 point where appropriate for each "no" response on Part B (13 points poss.)

TOTAL SCORE__________

Mastered, Not mastered (circle one)
Mastery: At least 10 points

SLIDE SERIES SCRIPT

Private Body Parts SS 601-624

SLIDE #

601 Wendy's cousin is rubbing her breast. Is that ok?

602 A man is touching the girl's breast. Is that ok?

603 Tony fell asleep next to his mother with her arm around him. Is that ok?

604 A man is touching her breast. Is that ok?

605 Patty fell down and hurt herself. Her babysitter comforts her by patting her thigh. Is that ok?

606 Candy's brother is rubbing her private part (crotch). Is that ok?

607 Jerry's teacher is touching his forehead to see if he has a temperature. Is that ok?

608 When Ginny came home from school she was excited to see a friend that she had not seen in a long time. Ginny put her arms around her and gave her a big hug. Is that ok?

609 Daddy is holding Barbara's waist and helping her jump high in the air. Is that ok?

610 The family members are touching one another as they squeeze in for a family picture. Is that ok?

611 Mommy is holding her baby. Is that ok?

612 Lisa is unhappy and crying. Her friend is touching her face to wipe away the tears. Is that ok?

613 The new aide at school is touching Linda's arms to help her off the bus. Is that ok?

614 A stranger is touching Ellen's private part (crotch). Is that ok?

615 The new girl next door is touching Jenny's private part (buttock). Is that ok?

616 The boss is patting Sally on the shoulder and telling her she is doing a good job. Is that ok?

617 Cindy is pulling Bobby's arm to get him to dance. Is that ok?

618 The boy is kissing his girlfriend. Is that ok?

619 The boss is welcoming Susie to work by shaking her hand. Is that ok?

620 While showing Mary a problem on the blackboard, the teacher reaches for Mary's breast. Is that ok?

SLIDE SERIES SCRIPT

Private Body Parts SS 601-624

SLIDE #

622 The office clerk bends over next to the girl but instead of reaching for his papers, he reaches for Janie's breast. Is that ok?

623 Lucy's brother is rubbing her breast. Is that ok?

624 A repairman puts his arm around Jerry and begins rubbing his back and buttocks. Is that ok?

PHOTOGR

Private Body Parts

301 A stranger is rubbing Jean's b

302 The father is touching Jamie's

303 The next door neighbor has her

304 Mother is rubbing Jerry's crot

305 The babysitter is rubbing the

306 A repairman puts his arm aroun
bottom. Is that OK?

307 The man is touching the girl's
handkerchief. Is that OK?

308 Sally's good friend is helping

309 Johnny's father is kissing him

310 The father is hugging his daug
Is that OK?

311 Randy is shaking hands with th
that OK?

APH SCRIPT

PS 301-311

reast. Is that OK?

crotch. Is that OK?

hand on Sue's bottom. Is that OK?

ch. Is that OK?

boy's bottom. Is that OK?

d Casey and starts rubbing his back and

shoulder to tell her she dropped her

her hem a dress. Is that OK?

good-bye. Is that OK?

hter "hello" after coming home from work.

e man who just moved in next door. Is

PHOTOGRAPH SCRIPT

Private Body Parts - PS 312-326

312 Wendy is alone in the kitchen at a party. A boy she knows pushes her against the refrigerator and touches her breast. Is that ok?

313 A stranger sees Missy walking in an alley. He comes up behind her and touches her breast. Is that ok?

314 Mindy's step-father touches her breast as she watches TV. Is that ok?

315 Patty fell down and hurt herself. Her babysitter comforts her by patting her thigh. Is that ok?

316 Tony fell asleep next to his mother with her arm around him. Is that ok?

317 Cindy's sick. Her brother comes in the room and puts his hand on her crotch. Is that ok?

318 Jenny has just met the girl next door. As she turns to walk away, the girl puts her hand on Jenny's bottom. Is that ok?

319 A man asks Ellen for change for a dollar. As she looks, the man puts his hand on Ellen's crotch. Is that ok?

320 The family members are touching one another as they squeeze in for the family portrait. Is that ok?

321 The new aide at school is touching Linda's arms to help her off the bus. Is that ok?

322 Daddy is holding Barbara's waist and helping her jump high in the air. Is that ok?

323 When Ginny came home from school she was excited to see a friend that she had not seen in a long time. Ginny put her arms around her and gave her a big hug. Is that ok?

324 Jerry said he didn't feel good. The teacher is touching his forehead to see if he has a temperature. Is that ok?

325 Lisa is unhappy and crying. The man is her friend and is touching her face to wipe away the tears. Is that ok?

326 Mommy is holding her little baby. Is that ok?

UNIT 4
SAYING "NO"

INTRODUCTION

Assertiveness is a verbal technique that students can practice as one method of avoiding exploitation. In their book on assertiveness YOUR PERFECT RIGHT, Alberit and Emmons provide a description of assertiveness:

> Through assertive behavior, the person enhances his or her self, expresses feelings honestly, and achieves his or her goals having chosen how he or she will act. A good feeling about oneself usually follows assertive response.

Using assertive behavior, students can learn to express their needs clearly and persistently in order to protect themselves by not allowing others to exploit them.

For example, if a man stops his car and offers John a ride as he is walking home from school, John can say "no thanks." If the man presists in trying to get John into the car, John can repeat this assertive response, without giving excuses, as he walks away. Using this response, John has protected himself without behaving offensively, which might antagonize the stranger. Further, John has not entered into a situation where he would become vulnerable to exploitation by accepting the ride and getting into the stranger's car.

When teaching assertiveness to students, it is important to help them believe that they have a "perfect right" to be assertive in order to protect themselves from exploitation, even if the assertive statement is not accepted or well received by others.

SAYING "NO" ASSERTIVELY

The following curriculum materials emphasize teaching students to decline potentially exploitive invitations by saying "no" assertively. For example, students learn to say "NO" to the question, "Can I borrow some money?" Ultimately, the student will use an assertive "no" statement to resist exploitive advances.

Students should learn all of the specific techniques which, when applied together result in an assertive self-protection response. Throughout this unit and other units of the curriculum students practice assertive attitudes and effective assertiveness skills.

The lessons of this unit provide exercises for students to learn basic assertive skills, including the mechanics of saying "no." A summary of this information is offered here to serve as a guide for the teacher.

ASSERTIVE BODY LANGUAGE

1. Body Posture: Square shoulders, a straight back, and head held erect give the student an "assertive body language" which adds strength to his/her verbal message. Students who have inattentive, weak body posture will especially need assistance with this basic skill.

2. Facial Expression: Facial expression should be appropriate to a given assertive response and should not weaken the verbal message. For example, smiling while saying "no" weakens the response.

3. Eye Contact: Students should practice maintaining direct eye contact with the person to whom an assertive statement is directed. Eye contact strengthens the verbal message.

MECHANICS OF SAYING "NO"

1. Say "No": Students should actually say the word "no" rather than using weaker phrases such as "Well, I don't think so.." or "Well, I don't know.."

2. Shaking Head: Students should practice shaking heads "no" to strengthen their "no" statement.

3. Avoid Reasons: Students should be taught not to give reasons or excuses for a "no" statement. Reasons allow others to argue, persist, or manipulate the student. For example, Bill meets a stranger named John in a bowling alley one afternoon. John invites Bill to come home with him and Bill says, "No, I have to go home and study." John persists and argues, "Oh, come on. You don't have to do your homework. It's no big deal. Don't be such a good boy."

4. Repetition: Students may find themselves in situations where they need to repeat a "no" statement before another person "hears" them and accepts the "no" statement. For this reason, students should practice offering repetitive and persistent "no" statements during practice sessions.

UNIT GOAL

The student will use assertive body language and will be persistent in saying "No".

LESSON SUMMARIES

Pretest: The student is asked a question by the teacher to which the student is to answer "no". The teacher scores the student on the basis of the student's effectiveness in saying "no".

Lesson 1: The student uses assertive body language.

Lesson 2: The student responds assertively to a question posed by the teacher and avoids attaching excuses or reasons to the "no" statement.

Lesson 3: The student says "no" repeatedly in the face of persistent efforts.

Lesson 4: The student integrates all the assertiveness skills taught in Lessons 1, 2, 3, responding to an actual stranger.

Posttest: Same as pretest.

UNIT 4: PRETEST

OBJECTIVE: The student will use assertive body language and will be persistent in saying "no" to a hypothetical question asked by the teacher.

MATERIALS

None

ACTIVITIES

Work with the student individually. Tell the students that you are going to ask them a question. Use potentially exploitative questions such as:

1. Can I borrow a dollar?
2. Will you give me your lunch?
3. Can I have your coat?
4. Will you go buy me a coke?

Be persistent in trying to change the student's "no" response.

Evaluate each student on the basis of 1. assertive body language, 2. maintaining the "no" statement in the face of persistence on the part of the teacher.

ALTERATIONS

DEAF/HEARING IMPAIRED:

Sign language.

CRITERION: 8 points on any two questions.

IF CRITERION IS MET: Proceed to Unit 5.
IF CRITERION IS NOT MET: Proceed to Lesson 1.

PRETEST UNIT 4: SA

STUDENT NAME________________________

TEACHER____________________________

Directions: Ask each student the following questions.
question. For each question indicate whe
2. maintained the "no" statement when th
each area assessed. If the student respo
tion would not be asked. The student rec
body posture, maintaining neutral express
answering "no" to the first question and

TOTAL SCORE______________

Mastered, Not mastered (circle one)
Mastery: 8 points for any two questions

AYING "NO"

. If the initial response is "no" ask the follow-up
ether the student: 1. used assertive body language,
ne follow-up question was asked. Circle Yes or No for
onds "yes" to the first question, the follow-up ques-
ceives one point each for demonstrating appropriate
sion, and maintaining eye contact, and 3 points each for
"no" to the follow-up question.

PRETEST UNIT 4: SAYING

STUDENT NAME____________________

TEACHER____________________

	Maintained good body posture: 1 point		Maintained neutra expression: 1 point	
1. Can I borrow a dollar? (follow-up) Well, how about 25¢ (or any amount the student may indicate he or she has)?	Yes	No	Yes	No
2. Will you give me your lunch? (follow-up) Please, I'm really hungry.	Yes	No	Yes	No
3. Will you give me your coat? (follow-up) But I really like your coat. Why can't I have it?	Yes	No	Yes	No
4. Will you go buy me a coke? (follow-up) That's not very nice. It's just 35¢. Please go buy me one.	Yes	No	Yes	No

"NO"

Maintained eye contact: 1 point	Said "NO" to first question: 3 points	Said "NO" to follow-up: 3 points
Yes No	Yes No	Yes No
Yes No	Yes No	Yes No
Yes No	Yes No	Yes No
Yes No	Yes No	Yes No

UNIT 4: SAYI

STUDENT NAME ____________________

TEACHER ____________________

Lesson	Data (circle responses where appropriate)		
Pretest	Did the student achieve 8 points on at least two questions:	Yes	No
Lesson 1	When saying "no" did the student:		
	1. Have good posture	Yes	No
	2. Maintain eye contact	Yes	No
	3. Maintain neutral expression	Yes	No
	4. Shake head "no"	Yes	No
Lesson 2	When asked a question did the student:		
	1. Say "no" without an excuse:	Yes	No
Lesson 3	When asked a series of questions, did the student:		
	1. Persistently answer "no"	Yes	No
Lesson 4	Did the student say "no" to inappropriate touching:		
	Trial 1	Yes	No
	Trial 2	Yes	No
Lesson 5	When asked a question by a stranger, did the student:		
	1. Maintain good posture	Yes	No
	2. Maintain eye contact	Yes	No
	3. Maintain neutral expression	Yes	No
	4. Not offer excuses	Yes	No
	5. Persist in saying "no"	Yes	No
Posttest	Did the student achieve 8 points on at least two questions:	Yes	No

NG "NO"

DATA SHEET

Criterion	Mastered (+)	Not mastered (-)
8 points on at least two questions		
3 or more "yes" questions		
No excuses offered to at least 1 question		
Student persistently responds "no"		
Given 2 trials, 1 demonstration of saying "no" to inappropriate touching		
4 out of 5 "yes" responses		
8 points on at least two questions		

UNIT 4: LESSON 1

SKILL: Using assertive body language when saying "no".

OBJECTIVE: The student will use assertive body language when saying "no", (assertive body language includes 1. direct eye contact, 2. shaking head "no", 3. keeping attentive body posture, and 4. maintaining appropriate facial expression.)

MATERIALS

List of questions students can answer "no" to.

ACTIVITIES

A. Tell the students that today you're going to teach them how to say "no" to people who ask them to do something they don't want to do. Ask one student (or group of students) to watch your body, ask another student (or group) to watch your face, another to watch your eyes, and another to watch your head.

B. Call a student up to the front to ask you a question. Tell the student "no", using ineffective body language, (slump your shoulders, don't look the person in the eye, smile while saying "no", and keep your head still). Ask each group appropriate questions about your body language.

C. After the discussion, ask whether the "no" was strong or weak.

D. Say "no" to the student again, this time using assertive body language (see the introduction to this unit). Ask each group to tell how your body language changed. Ask the students to tell you which "no" was stronger.

E. On the board, make a list of how to say a strong "no". Your list should include:

1. sit up straight.
2. Look the person in the eye.
3. Do not smile when saying "no" (appropriate facial expression.)
4. Shake head no.

ALTERATIONS

BLIND/PARTIALLY SIGHTED

Instead of modeling saying "no" in Activities C and D mold each student's body in both assertive and nonassertive postures. Ask them to tell you the difference. Emphasize using an assertive tone of voice.

HEARING IMPAIRED:

Sign language.

ACTI

F. Go around the room and pond to questions. Note wh skills are used.

G. It seems especially di dents to maintain eye cont case, have the students pr eye contact with each othe

CRITERION: Given two trials, one demonstration of 3 out

IF CRITERION IS MET: Proceed to Lesson 2.
IF CRITERION IS NOT MET: Practice saying "no" to various criterion is met.

ON 1 (cont)

VITIES

have students res-
ether assertive

fficult for many stu-
act. If this is the
actice maintaining
er.

of 4 assertiveness skills, (listed in Activity E)

people asking potentially exploitative questions until

TEACHING MATERIALS

UNIT 4

Lesson 1: List of questions students can answer "no" to.

1. Can I have some money?
2. Can I copy your work?
3. Will you give me your lunch?
4. May I ride your new bicycle?
5. Will you help me beat up Steve?
6. Can I have your coat?
7. Will you buy me a coke?
8. Do you want to steal candy from the store?
9. Can I come to your house and play with your toys?
10. Can I kiss you?

UNIT 4: LESSON 2

SKILL: Avoiding giving reasons for the "no" statement.

OBJECTIVE: The student will respond with an assertive "no" without offering excuses to hypothetical questions posed by the teacher.

MATERIALS

Situations in which student must consistently answer "no"

ACTIVITIES

A. Review appropriate body language for saying "no". Ask each student to say "no" assertively to you.

B. Explain that when you want to say "no", explanations and excuses are not necessary; the word "no" is enough.

C. Go around the group and ask each student a potentially exploitive question. Tell the student to say "no" assertively, and to be sure not to offer excuses. Offer the students feedback for improving their skills. Some suggested questions:

1. Will you stay after school and do extra homework?
2. Can I have your lunch?
3. Can I borrow a pencil?
4. The janitor is not here today, will you clean up the room?
5. Could I use your bicycle for a week?

Give each student a chance to say "no" as many times as possible.

D. Explain to the students that there are questions which they can answer "yes" to. Provide examples such as "What time is it?" or "Do you know where the Safeway is?"

ALTERATIONS

DEAF/HEARING IMPAIRED

Sign language.

CRITERION: Given two trials, one demonstration of an effective "no" response without an excuse.

IF CRITERION IS MET: Proceed to Lesson 3.
IF CRITERION IS NOT MET: Repeat Lesson 3. Lesson 1 may be repeated if necessary.

TEACHING MATERIALS

Unit 4

Lesson 2: Situations in which the student must consistently answer "no".

1. A stranger wants to sell you a radio. You don't want to buy it.
2. Someone calls you when your mother and father aren't home and wants your address.
3. A friend wants to trade you his bicycle for yours. You don't want to.
4. You are on the bus and someone starts talking to you. They ask for your phone number.
5. You are at the bowling alley. Someone you have seen before but don't know offers you a ride home.
6. Your brother wants to borrow a dollar. You don't want to give it to him.
7. Your teacher asks you to stay inside at recess and wash the blackboard. You want to go outside and play.
8. A friend is at your house. He wants to see your dad's new watch.
9. Your sister wants to take the model airplane you made to school to show her class.
10. A stranger asks you to get in his car and show him the way to the store.

UNIT 4: LESSON 3

SKILLS: Repeating the "no" statement until heard.

OBJECTIVE: The student will continue to say "no" to a hypothetical question in spite of the person's persistence.

MATERIALS

Enough candy or fruit for each class member to have some.

WN 401

ACTIVITIES

A. Explain to the students that there will be times when they will have to say "no" more than once in order to be "heard" by the asker. Remind them that when someone tries to touch them inappropriately, it is important to keep saying "no" until the asker hears.

B. Select one student. Tell the student that you have some candy (or fruit) in your desk, and that if he/she asks enough times, you will give some to the whole classroom. Model saying "no" persistently to the student's persuasion.

C. Go around the class. Have students ask each other and the teacher potentially exploitive questions. Set up situations which may be particularly difficult for students to say "no" to. For example, "Do you want a stick of gum?" Offer feedback to the students who are saying "no". Reverse roles. Also, intersperse questions the students can answer.

D. Reward the students who persisted in saying "no".

ALTERATIONS

HEARING IMPAIRED:

Sign language.

CRITERION: Given two trials, one demonstration of a "persistent no".

IF CRITERION IS MET: Proceed to Lesson 4.
IF CRITERION IS NOT MET: Repeat Activity C and this Lesson.

UNIT 4: LESSON 4

SKILL: Saying "no" to inappropriate touching.

OBJECTIVE: The student will use assertive body language in saying "no" to inappropriate touching.

MATERIALS	ACTIVITIES	ALTERATIONS
List of role play situations.	A. Review Unit 3, Private Body Parts, and remind students that no one has a right to touch private body parts except for reasons of health and hygiene. Also, discuss the fact that many kinds of touching are not appropriate when strangers are involved.	HEARING IMPAIRED: Sign language.
	B. Remind the students that they must be assertive in saying "no" to inappropriate touching. They should say "no" or "don't touch me", or " I don't want to be touch there."	
	C. Have the students practice saying "no" to inappropriate touching.	

CRITERION: Given two trials one demonstration of saying "no" to inappropriate touching using assertive body language.

IF CRITERION IS MET: Proceed to Lesson 5.
IF CRITERION IS NOT MET: Review Unit 3, Private Body Parts and Lessons 1 and 3. Reteach lesson.

ROLE PLAY SITUATIONS

1. A stranger gives you a hug as you walk down the street.
2. Your cousin asks if he can touch your breast.
3. While riding the bus, the man sitting next to you puts his hand on your thigh.
4. You are at the movies. Your boyfriend puts his hand on a private body part.
5. You are walking down the street. A man who looks like he drank too much tries to kiss you.

UNIT 4: LESSON 5

SKILL: Intergrating effective "saying no" skills.

OBJECTIVE: The student will use assertive body language and will be persistent in saying "no" to a stranger's question.

MATERIALS	ACTIVITIES	ALTERATIONS
A person who is a stranger to the students in the class.	Prior to class, direct a person (stranger to the students) to ask several of the students questions to which they should answer "no". Tell the stranger to be persistent. The stranger may circulate during free time, lunch, or any other appropriate time, and ask the students questions to which the students should respond "no". Evaluate the students on the basis of 1. assertive body language, 2. offering no excuses for saying "no" and 3. maintaining the "no" statement in the face of persistence on the part of the stranger.	HEARING IMPAIRED: Sign language

CRITERION: In response to two questions, demonstration of two out of four assertiveness skills (Lesson 1, Activity E) without excuses and persistence of "no".

IF CRITERION IS MET: Proceed to Posttest.
IF CRITERION IS NOT MET: Repeat Lessons 1, 2, 3, and 4.

POSTTEST UNIT 4: SAYING "NO"

OBJECTIVE: The student will use assertive body language and will be persistent in saying "no" to a hypothetical question asked by the teacher.

MATERIALS	ACTIVITIES	ALTERATIONS
None	Work with each student individually. Tell the students that you are going to ask them a question. Use potentially exploitive questions such as: 1. Can I borrow a dollar? 2. Will you give me your lunch? 3. Can I have your coat? 4. Will you go buy me a coke? Be persistent in trying to change the student's "no" response. Evaluate each student on the basis of 1. assertive body language and 2. maintaining the "no" statement in the face of persistence on the part of the teacher.	DEAF/HEARING IMPAIRED: Sign language.

CRITERION: 8 points on at least two questions.

IF CRITERION IS MET: Proceed to Unit 5.
IF CRITERION IS NOT MET: Reteach Unit 4.

POSTTEST UNIT 4: SAY

STUDENT NAME__________________________

TEACHER______________________________

Directions: Ask each student the following questions.
question. For each question indicate wheth
2. maintained the "no" statement when the f
each area assessed. If the student respond
tion would not be asked. The student recei
body posture, maintaining neutral expressio
answering "no" to the first question and "n

TOTAL SCORE_______________

Mastered, Not mastered (circle one)
Mastery: 8 points for any two questions

YING "NO"

If the initial response is "no" ask the follow-up
her the student: 1. used assertive body language,
follow-up question was asked. Circle Yes or No for
ds "yes" to the first question, the follow-up ques-
ives one point each for demonstrating appropriate
on, and maintaining eye contact,and 3 points each for
'no" to the follow-up question.

POSTTEST UNIT 4: SAYING

STUDENT NAME________________________

TEACHER________________________

	Maintained good body posture: 1 point		Maintained neutral expression: 1 point	
1. Can I borrow a dollar? (follow-up) Well, how about 25¢ (or any amount the student may indicate he or she has)?	Yes	No	Yes	No
2. Will you give me your lunch? (follow-up) Please, I'm really hungry.	Yes	No	Yes	No
3. Will you give me your coat? (follow-up) But I really like your coat. Why can't I have it?	Yes	No	Yes	No
4. Will you go buy me a coke? (follow-up) That's not very nice. It's just 35¢. Please go buy me one.	Yes	No	Yes	No

"NO"

Maintained eye contact: 1 point	Said "NO" to first question: 3 points	Said "NO" to follow-up: 3 points
Yes No	Yes No	Yes No
Yes No	Yes No	Yes No
Yes No	Yes No	Yes No
Yes No	Yes No	Yes No

WN 401

1. Would you like a piece of candy?
2. Would you like to come over to my house and feed my puppy?
3. May I have a bite of your candy bar?
4. May I have half of your sandwich?
5. May I borrow your jacket?
6. Can you lend me a quarter?
7. Would you like some money?
8. Would you like a ride?
9. May I buy you a hamburger?
10. Will you get me a coke?
11. Will you smile at my friend over there?
12. May I have a sip of your coke?
13. May I walk with you?
14. May I hold your purse for you?
15. Would you like to borrow my sweater?
16. May I have a piece of your gum?
17. Would you like to look at my pictures?
18. Would you meet me here tomorrow?
19. Would you like to come over and see my hamster?
20. Would you like to play with me in my yard?
21. Do you want to go to the park with me?
22. Will you help me carry my groceries home?

UNIT 5

PROTECTING INFORMATION (SAFE-UNSAFE)

INTRODUCTION

It is not uncommon in our culture to find ourselves in a situation where we have a friendly chat with a complete stranger. We meet strangers in different types of situations, such as buses, trains, planes, bus stops, and waiting lines. Certainly conversing with strangers is a pleasant way to spend spare moments, and sometimes to meet new friends. However, during such conversations, people at times reveal information about themselves that may give strangers access to their lives. By revealing such information to a stranger, persons are left vulnerable to exploitation. For example, if a woman tells a stranger, during a friendly conversation, where she ordinarily gets off the bus and the stranger is a potential or actual rapist, he has the perfect opportunity to follow the woman down the few lonely dark blocks to her house. Unfortunately, we are unable to trust strangers with any such personal information, and we must caution handicapped students about certain "unsafe questions".

In this unit, we have identified certain types of questions, when asked by strangers, as "unsafe". Students learn to recognize these types of questions as cues not to reveal the information requested. Examples of such questions are:

1. Where do you live?
2. What's your address?
3. What's your phone number?
4. Do you get off the bus here?
5. Do you live alone?
6. Are you (home) alone?
7. Is your mom or dad home?
8. Are you married? Do you have a boyfriend?
9. Do you come here often? Alone?

Many persons who are not mentally handicapped contend with these questions by giving clever, quick responses in which they do not reveal unsafe information about themselves, but continue to carry on a friendly conversation. For example: A woman sits next to a strange, but friendly man on a plane, and the man asks, "Are you traveling alone?". The woman responds, "Oh, no...my husband always insists on sitting in the non-smoking section. He's up there." In fact the woman is traveling alone and is cleverly protecting herself. It requires mental skill to respond as quickly and cleverly as this woman. It is felt that it would be most difficult to teach handicapped students such mental dexterity. Therefore, in this curriculum, a standard response is taught which handicappped children and adolescents can use in order to protect personal information. This response is, "I don't tell people that." This response can be used with any of the questions listed above. Of course, the difficulty with this response is that the stranger may consider the handicapped individual unfriendly, and may comment on this. For example, "I was just trying to be friendly. What's wrong with that?" If this occurs, the handicapped individual can assure the stranger that he/she does not mean to be unfriendly, but assertively repeats the statement, "I don't tell people that." For example: "I don't mean to be unfriendly, but I don't tell people that."

In this unit a variety of tape recordings are available to teach students to recognize unsafe questions and to give the standard response. Each tape creates a situational vignette in which unsafe questions are posed. A 5 second pause in the tape after each question allows time for the students to actually practice the standard response. It is recommended that you listen to at least one sample tape in order to familiarize yourself with the teaching procedure.

UNIT GOAL

The student will avoid answering unsafe questions when asked by a stranger.

LESSON SUMMARIES

Pretest:	The student refuses to answer "unsafe" questions in role play situations.
Lesson 1:	The student discriminates between "safe" and "unsafe" questions.
Lesson 2:	The student responds to "unsafe" questions by stating, "I don't tell people that."
Lesson 3:	The student demonstrates refusal to answer "unsafe" questions in context.
Posttest:	Same procedure as pretest.

UNIT

OBJECTIVE: The student will refuse to answer unsa

MATERIALS

WN 1301 - 1304

(If possible, have a stranger to the students conduct role plays)

Data sheet to record responses.

ACTI

A. Role play with vidually. Follow Record responses.

CRITERION: Refusal to answer 80% of the unsafe qu

IF CRITERION IS MET: Proceed to Unit 6.
IF CRITERION IS NOT MET: Proceed to Lesson 1.

5: PRETEST

ıfe questions.

VITIES

ALTERATIONS

ı each student indi-
script provided.

HEARING IMPAIRED:

Sign language

estions.

PRETEST UNIT 5: PROTECTING INFORMATION (SAFE-UNSAFE)

STUDENT NAME__________________________

TEACHER______________________________

Directions: Role play each situation (1301-1304) with the student, record the student's response.

ROLE PLAY	STUDENT RESPONSE	CORRECT RESPONSE	CORRECT (+) INCORRECT (-)
1.	a.__________	a. no, or I don't tell people that (DTPT)	a.______
	b.__________	b. DTPT	b.______
	c.__________	c. yes or DTPT	c.______
	d.__________	d. DTPT	d.______
2.	a.__________	a. first name, or DTPT	a.______
	b.__________	b. DTPT	b.______
	c.__________	c. DTPT	c.______
	d.__________	d. names adult or DTPT	d.______
3.	a.__________	a. no or DTPT	a.______
	b.__________	b. names adult or DTPT	b.______
	c.__________	c. DTPT	c.______
	d.__________	d. names adult or DTPT	d.______
4.	a.__________	a. DTPT	a.______
	b.__________	b. first name or DTPT	b.______
	c.__________	c. DTPT or none	c.______

SCORING: 1 point for each situation in which the student fails to reveal "unsafe" information.

TOTAL SCORE______________

Mastered, Not mastered (circle one)
Mastery: At least 12 points

UNIT 5: PROTECTING INFORMAT

STUDENT NAME______________________

TEACHER___________________________

Lesson	Data (circle correct responses, X out incorrect responses, where appropriate)
Pretest	Fill in number correct from pretest_____
1.	Did the student say the question was safe (S) or unsafe (US): Correct Response 1. S US 2. S US 3. S US 4. S US 5. S US 6. S US 7. S US 8. S US 9. S US 10. S US
2.	Did the student respond "I don't tell people that" or give first name only when asked a question: 1. Yes No 2. Yes No 3. Yes No 4. Yes No
3.	Did the student refuse to give out unsafe information: 1. Yes No 2. Yes No 3. Yes No
Posttest	Fill in number correct from posttest_____

TION (SAFE-UNSAFE) DATA SHEET

Criterion	Mastered (+)	Not mastered (-)
12 or more points		
Given 5 questions, correct identification of 3 unsafe or 11 safe questions without prompting.		
4 yes responses		
Refusal to give out unsafe information in at least 2 out of 3 situations.		
12 or more points		

UNIT 5: LESSON 1

SKILL: Identifying "safe" and "unsafe" questions.

OBJECTIVE: The student will discriminate between safe and unsafe questions.

MATERIALS	ACTIVITIES	ALTERATIONS
WN 1310 WN 1311 - 1317	A. Conduct a discussion about personal information. Explain that personal information is anything about oneself (name, favorite color, etc.) and that some personal information is not safe to give out to strangers or people they don't know very well. Examples of unsafe questions are: 1. What is your name? 2. Where do you live? 3. What is your phone number? B. Explain that these are unsafe questions because knowing personal information can lead to exploitation or danger to the student, such as obscene phone calls, showing up at your house, following you to a dark place, etc. C. Explain that questions are "safe" when they can be answered without giving out information on where you live, who is at home, how much money you have, etc. Examples: "How do you like the weather?", "What time is it?", "What's your favorite food?", and "Do you like bowling?" E. Read the stories aloud, ask the students to raise their hands whenever they hear an "unsafe" question being asked. (Pause after reading each question).	HEARING IMPAIRED: Sign language.

CRITERION: Given 5 questions, correct identification of 3 unsafe questions and 1 safe question without prompting.

IF CRITERION IS MET: Proceed to Lesson 2.
IF CRITERION IS NOT MET: Repeat Lesson 1.

UNIT 5: LESSON 2

SKILL: Responding to "unsafe" questions.

OBJECTIVE: The student will respond to "unsafe" questions with, "I don't tell people that", or will give first name.

MATERIALS	ACTIVITIES	ALTERATIONS
AT 1300: George and the Ice Cream Man - with script and questions. AT 1301: Susan on the Bus-with script and questions.	A. Lead a discussion about how to respond to "unsafe" questions. Emphasize that when people ask for their name, they should give only the first name. When people ask unsafe questions, they should say, "I don't tell people that." B. Go around the room and ask each student to answer an unsafe question. Continue the process until each student has been asked five questions. Reinforce those students who respond appropriately. C. Play tapes requiring students to respond at the appropriate intervals. D. Repeat Activity B mixing safe and unsafe questions.	HEARING IMPAIRED: Sign language.

CRITERION: Given 4 questions, response of "I don't tell people that", or give first name only each time a question is asked, 100% of the time.

IF CRITERION IS MET: Proceed to Lesson 3.
IF CRITERION IS NOT MET: Review the discussion and repeat Activity D.

UNIT 5: LESSON 3

SKILL: Identifying "unsafe" comments.

OBJECTIVE: The student will demonstrate refusal to give out unsafe information in context.

MATERIALS

AT 901: Jan and May with script and questions.

AT 1302: Gail, the Cashier with script and questions

ACTIVITIES

A. Explain that there are times when people will be persistent in trying to get answers to unsafe questions by saying, "I'm just trying to be friendly." However, unsafe information should still be protected. Tell them that, if they want to continue conversation with the stranger they can say, "I don't mean to be unfriendly, but I just don't tell people that."

B. Play the audio tapes, requiring the students to respond appropriately at the intervals.

C. Role play refusing to give out answers to unsafe questions in the face of persistence with each student. (Teacher creates role play situations.)

ALTERATIONS

HEARING IMPAIRED:

Sign language.

CRITERION: Given 3 trials, 2 demonstrations of refusal to give out personal information.

IF CRITERION IS MET: Proceed to Posttest.
IF CRITERION IS NOT MET: Consult individually with the students and then repeat lesson.

UNIT 5: POS

OBJECTIVE: When asked unsafe questions in a role play s
giving their first name or the phrase, "I do

MATERIALS	ACTIV
WN 1305 - 1308 (If possible, have stranger to students conduct role plays.)	A. Role play with dividually, fol vided. Record
Data sheet to record responses.	

IF CRITERION IS MET: Proceed to Unit 6.
IF CRITERION IS NOT MET: Review Lessons 2 and 3.

TTEST

ituation, the student will respond appropriately by
n't tell people that."

ITIES

each student in-
low script pro-
responses.

ALTERATIONS

HEARING IMPAIRED:

Sign language.

POSTTEST UNIT 5: PROTECTING INFORMATION
(SAFE & UNSAFE)

STUDENT NAME____________________

TEACHER________________

Directions: Role play each situation (WN 1305-1308) with the student. Record the student's response.

SITUATION	STUDENT RESPONSE	CORRECT RESPONSE	CORRECT (+) INCORRECT (-)
1	a.____________	a. no or I don't tell people that (DTPT)	a.____________
	b.____________	b. names adult or DTPT	b.____________
	c.____________	c. DTPT	c.____________
	d.____________	d. names adult or DTPT	d.____________
2	a.____________	a. first name or DTPT	a.____________
	b.____________	b. no or DTPT	b.____________
	c.____________	c. DTPT	c.____________
	d.____________	d. DTPT	d.____________
3	a.____________	a. names adult or DTPT	a.____________
	b.____________	b. no or DTPT	b.____________
	c.____________	c. none or DTPT	c.____________
	d.____________	d. DTPT	d.____________
4	a.____________	a. first name or DTPT	a.____________
	b.____________	b. DTPT	b.____________
	c.____________	c. DTPT	c.____________

SCORING: 1 point for each situation in which the student fails to reveal unsafe information.

TOTAL SCORE:________

Mastered, Not mastered (circle one)
Mastery: At least 12 points.

WN 1301

Situation: A stranger sits next to the student on the bus.

Hi, do you ride the bus alone?

What time do you get on the bus?

Is anybody home at your house?

I'd like to call you, what's your phone number?

WN 1302

Situation: Student is sitting in the park. You (a stranger) come and sit by him/her.

Hello, you sure look lonely sitting here.

My name is Greg. What's your name?

(If student only gives first name) What's your last name? (record on same line)

Do you live far from here?

Well, what street do you live on?

Who are you here with?

WN 1303

Situation: Student is at the roller rink. A boy, he or she has seen before but doesn't know comes over to talk.

Hello, haven't I seen you here before? (do not record)

Do you come here a lot?

Who do you live with?

I'd like to call you, what's your phone number?

Who is going to pick you up? .

WN 1304

Situation: Student is at the grocery store carrying two heavy bags. A man comes up to the student.

Can I help you? I just want to be friendly. (do not record)

What is your address? I could give you a ride home.

Well, what is your name? (If student just gives first name, ask for last name, record on same line)

How much money do you have?

WN 1305

Situation: Student is at the bowling alley. Someone they have seen before but don't know comes over to talk.

Hi, you sure bowl here a lot, don't you?

Who is going to pick you up today?

Maybe I could drive you home, what street do you live on?

Who lives at your house?

WN 1306

Situation: The student is at home alone. The phone rings and the student answers it.

Hi, my name is Bob. I'm selling books. What's your name? (if student gives just first name, ask for the last name. Record on one line.)

Well, are you home alone?

If you give me your address, I'll come and give you a free book. What is your address?

What time do you get home from school?

WN 1307

Situation: The student is shopping at K-Mart. The student is looking at toys. A stranger comes up to talk.

Aren't these toys neat? (do not record)

Who are you shopping with?

Do you come here a lot?

How much money do you have with you?

I'd like to call you sometime, what's your phone number?

WN 1308

Situation: The student is walking home. A stranger walks up to the student.

Excuse me, can you tell me what time it is? (do not record)

My name is Steve. What's your name? (if student just gives first name, ask for last name. Record on one line.)

Do you live close by?

What's your phone number?

WN 1310

1. What time is it?
2. Where do you live?
3. Do you have a boyfriend?
4. Do you live alone?
5. Do you live far from here?
6. Who won the game today?
7. Where is the nearest gas station?
8. What is your name?
9. Do you work at night?
10. How far is the nearest store from here?
11. Do you come here often?
12. Do you know when the next bus comes by?
13. What is your telephone number?
14. Where do you work?
15. At what time does the post office close?
16. How far do you live from the bus stop?

WN 1311

Marlene enjoyed going to the park. Today as she noticed the bushes and green leaves coming out of the soil, she was happy to be seeing the first signs of spring. She took a seat on the park bench. A man sat beside her.

The man asked, "It sure is pretty out here, isn't it?"

Marlene said, "Yes, it sure is."

"Do you like flowers?" asked the man.

"Oh yes, I love them," said Marlene.

"What's your favorite flower?" asked the man.

Marlene said, "I like roses the best."

WN 1312

Tom was riding home on the bus. A stranger sat down beside him. The stranger asked, "Do you ride the bus this time every day?"

Tom said, "I don't tell people that."

The stranger looked at Tom and said, "You don't answer many questions do you?"

Tom said, "I don't mean to be unfriendly. That is a question I just don't answer."

The stranger sat quietly until he got off the bus.

WN 1313

Clare was at home in her apartment. The phone rang. It was a man. He said that he was taking a poll for the apartment manager.

He asked, "Do you live alone?"

Clare answered, "I don't tell people that."

He asked, "Do you work during the day?"

Clare answered, "I don't tell people that."

He asked, "Are you usually alone at night?"

Clare answered, "I don't tell people that."

Then he hung up saying, "Yes, well thank you for your time."

WN 1314

Susan met a man at a party. She liked him and hoped that he would ask her for a date. He began asking her questions.

He asked, "How do you like the party?"

Susan said, "It's fun."

Then he asked, "Have you tried the punch?"

Susan said, "Yes, it's really good."

He asked, "Can I get you some more?"

Susan said, "No, thank you."

WN 1315

Jerry was walking around the lake. It was a cloudy weekday afternoon and not many people were there. Still, it was a nice day. A young man began to walk beside.him. The man said, "It's nice when it's not too crowded here isn't it?"

Jerry agreed.

The man asked, "Do you come here every day?"

Jerry said , "I don't tell people that."

"Ok,"said the man,"do you live nearby?"

"I don't tell people that," said Jerry.

"Well then what can we talk about?" asked the man.

Jerry did not answer..

"Where do you work?" asked the man.

"I don't tell people that," said Jerry.

The man gave Jerry a long look. Then he walked away.

WN 1316

Jenny was at the grocery store. She was shopping for her mother. As she was picking out apples, a man she did not know said hello to her. Then he said, "These apples look good, don't they?"

Jenny shook her head yes.

"How much do they cost?" the man asked.

Jenny said, "I don't know."

"I don't see your mother around. Is she somewhere else in the store?" asked the man.

Jenny said, "No, she is at work."

"Then you must be alone at night," said the man. "Don't you get lonely?" he asked.

Jenny said, "I watch TV. It's not bad." Then she said, "I have to go now, good bye."

WN 1317

It was Saturday morning and Bill was on his way to the park. He was meeting his best friend, Kip. As he was passing a restaurant, a stranger standing in the doorway called out to him. "Excuse me, son, can you direct me to the nearest gas station?"

Bill told the man where it was.

The man said, "Thank you," then he asked, "where are you going?"

Bill said, "To the park."

"Oh, yeah," said the man. "Are you meeting someone?"

Bill said that he was.

"I'll bet you're meeting your girlfriend," said the man. "Am I right?"

Bill shook his head. "No, I'm meeting Kip, my friend, we're going to play catch."

"Well, said the man, how old are you?"

"Twelve," said Bill.

JAN AND MAY AT THE TAVERN AT 901

NARR: It was Saturday night and Jan was at home again with nothing to do when the phone rings.

JAN: Hello.

MAY: Hi, Jan, this is May. You doin' anything tonite?

JAN: Nope. Got any suggestions?

MAY: Yeah. Why don't we go to that little tavern down on Main Street. Maybe we'll meet somebody new. If not, at least we can enjoy talking with each other.

JAN: Okay, sounds great.

MAY: I'll pick you up in 30 minutes. Bye now.

NARR: Jan and May entered the tavern and sat down at one of the tables. May ordered a pitcher of beer for the two of them. Jan noticed that a man was looking their way as if he were watching them. Soon the man came over to their table.

MAN: These seats taken?

MAY: Why, no.

NARR: The man sat down with May and Jan.

MAN: You girls come here often?

JAN: On occasion.

MAN: Live near here?

NARR: What should the women say? (5 sec. pause) A good answer would be:

> MAN: Live near here?
>
> MAY: I don't tell people that.

MAN: (as if offended) Oh, all right. I was just trying to be friendly. What's the matter with that?

NARR: What should the women say? (5 sec. pause) A good answer would be:

> MAN: I was just trying to be friendly--what's the matter with that?
>
> JAN: We're not trying to be unfriendly, it's just that we don't tell people that.

MAN: Well, is your name private information too?

NARR: What should the women say? (5 sec. pause) A good answer would be:

> MAN: Are your names private information too?
>
> JAN: My name is Jan and this is May.

NARR: The girls invited the man to sit down again with them. He sat down and asked:

MAN: What are your last names?

NARR: What should the women say? (5 sec. pause) A good answer would be:

MAN: What are your last names?

MAY: I don't tell people that, either.

NARR: The girls asked, what's your name? The man responded:

MAN: Jerry.

NARR: The girls talked to Jerry for awhile over a few beers. They had a great time, and so did Jerry. After about an hour, Jerry said he had to leave.

JERRY: I have to leave, (frustratedly). I'd really like to get to know you better, but you won't tell me where you live, give me your phone number, or tell me your last name. What am I supposed to do?

NARR: The girls wanted to get to know Jerry better. What could they say?

JERRY: How am I supposed to get to know you better?

JAN: Well, how about meeting here again sometime--maybe Saturday night at about 8:30?

JERRY: Well, all right. See you then.

###############

NOTE TO TEACHER: Discuss with students the fact that it is wise to get to know a stranger like Jerry in a public place for at least the first two times before going off alone with him.

GEORGE AT THE ICE CREAM STORE

AT1300

NARR: School was out for another day and the children were all leaving the playground following after school sports. As usual, George gathered with several friends for a trip to the ice cream store before going home. He had been to get ice cream several times before and was getting to know some of the guys who worked in the store. George knew exactly what flavor of ice cream he wanted when he entered.

GEO: I'll take two scoops of banana.

CLERK: You sure like banana ice cream, don't you? That's what you always get.

NARR: George began to search through his bookbag for money to pay for the ice cream. Finally he found fifteen cents, but he needed thirty. He put his fifteen cents on the counter and dug through his bookbag for more.

CLERK: Having touble finding the rest of your money? Well, don't worry about that--we'll let it go this time. What's your name, fellow?

NARR: What should George say? (5 sec. pause) A good answer would be:

> CLERK: What's your name, fellow?
>
> GEO: George.

NARR: George continued to search for the rest of the money. The clerk waited patiently.

CLERK: Well, George, do you live around here?

NARR: What should George say? (5 sec. pause) A good answer would be:

> CLERK: Do you live around here?
>
> GEO: I don't tell people that.

NARR: Finally George found a dollar bill tucked away in a secret compartment of his bookbag. He brought it out and handed it to the clerk.

CLERK: You seem to have plenty of money for ice cream. Do both of your parents work?

NARR: What should George say? (5 sec. pause) A good answer would be:

> CLERK: Do both your parents work?
>
> GEO: I don't tell people that.

NARR: George started to leave.

CLERK: Hey, wait a minute! How about waiting in front of the school for me tomorrow? I don't have to work. I'll bring some ice cream and we'll go for a walk.

NARR: What should George say? (5 sec. pause) A good answer would be:

> CLERK: How about waiting in front of the school for me tomorrow?
>
> GEO: No, I don't think so.

George at the Ice Cream Store cont.

CLERK: Perhaps I can come to your house on Saturday. Where do you live?

NARR: What should George say? (5 sec. pause) A good answer would be:

CLERK: Where do you live?

GEO: I don't tell people that. Thanks for the ice cream. Bye!

NARR: George finished his ice cream and rushed home to tell his parents about his talk with the ice cream man.

SUSAN ON THE BUS

AT1301

NARR: Susan had just gotten off work and had come to the bus stop to wait for her bus home. She was greeted by a friendly, nice looking man.

MAN: Hello! I've seen you here often, haven't I? I think we ride the same bus. Which bus do you take home?

NARR: What should Susan say? (5 sec. pause) A good answer would be:

MAN: Which bus do you take home?

SUSAN: I don't tell people that.

NARR: When Susan rose to get on her bus, the man followed. Susan chose a seat beside another person - a businessman on his way home from work. After several stops, the businessman got off the bus. The man at the bus stop took the empty seat beside Susan.

MAN: I was hoping we could sit together. I'd like to become your friend, since we ride the same bus every day. My name is Tom Jones, what's yours?

NARR: What should Susan say? (5 sec. pause) A good answer would be:

MAN: What's your name?

SUSAN: Susan. OR I don't tell people that.

NARR: The bus approached Susan's stop. As Susan walked to the front of the bus to pay her fare and get off, so did the man. The man had never gotten off the bus at Susan's stop before, so Susan thought something was funny. She did not want to get off the bus with the man.

NARR: What should Susan do? (5 sec. pause)

NOTE TO THE TEACHER: Susan should stay on the bus. She should ask the bus driver or someone else for help.

SUSAN: This man is bothering me. Would you please help me?

NARR: Susan was able to get some help from the bus driver and she arrived home safely.

GAIL THE CASHIER

AT 1302

NARR: Gail had been working at her job as a cashier in a restaurant for about two months. She liked her work and enjoyed chatting with some of the regular customers as they came through the line. One evening a young man she'd seen at the restaurant two or three times before came up to talk with her.

MAN: Hi! Haven't I seen you somewhere before?

GAIL: No, I don't think so.

MAN: Well, I've been coming here for the past week or so and just thought you looked familiar. What time do you get off work?

NARR: What should Gail say? (5 sec. pause) A good answer would be:

> MAN: When do you get off work?
>
> GAIL: I don't tell people that.

MAN: I was wondering if you'd like to go out for a drink after work?

NARR: What should Gail say? (5 sec. pause)

> MAN: I was wondering if you'd like to go out for a drink after work?
>
> GAIL: No thanks. OR if Gail wanted to meet the man she could say:
>
> Sure, I'll meet you downtown at Jake's.

MAN: Why don't you give me your address and I'll come and pick you up.

NARR: What should Gail say? (5 sec. pause) A good answer would be:

> MAN: Why don't you give me your address and I'll come and pick you up?
>
> GAIL: No, I'd rather meet you down at Jake's instead. See you there!

MAN: Hey, look......I'm just trying to be friendly. I'm not going to hurt you. What's the matter?

NARR: What should Gail say? (5 sec. pause) A good answer would be:

> MAN: Hey look....I'd just like to be friendly. I'm not going to hurt you. What's the matter?
>
> GAIL: I don't mean to be unfriendly. I would rather meet you downtown at Jake's.

MAN: Well, ok. How about 6:00?

GAIL: That's fine. See you.

STUDENT ROLE PLAYS

Testing through the use of role plays is conducted prior to instruction of Unit 1, after completion of Unit 5, prior to instruction of Unit 6, and after completion of Unit 11. There are separate role plays covering Units 1-5 and Units 6-11.

Role plays should be conducted by a person unfamiliar to the students to assure valid results. A male should be used since in the vast majority of exploitation cases, a male is the offender. Drama students from a local high school or college have proven successful in performing the role plays. The tester should have the opportunity to practice with approximately four students to insure that standard instructions are given to each student.

Students should be tested in a quiet room with only the tester and student present. A tape recorder should be placed in a inconspicuous location and used to record student responses. The purpose for using a tape recorder is to avoid having the tester write down student responses and thus interfere with the realism of the role play.

The instructor should only prepare the students by telling them that they will be going to a room to work with someone. The instructor should send the students individually to the testing room rather than having the tester enter the room to get each student. This will insure that each student sees the tester only during testing.

The tester should give the following instructions to the students; "Have you ever pretended to do something? We are going to pretend to do some things. I'll tell you what we are going to do. Let's start." The tester then reads the situations on the script. After testing, the tester should tell the student not to tell anyone else what they did.

The instructor can transcribe the tapes after testing. One point is given for each correct response and zero points are given for each incorrect response. Examples of correct and incorrect responses are included in the curriculum. There is a "a" or "b" following each question on the role play script. "a" questions ask for personal information or unsafe actions. "b" questions ask for information which is safe for the student to answer. The total number of correct "a" responses and "b" responses should be tallied separately. The criteria for mastery is on the role play script.

PRE-POST TEST UNITS 1-5

STUDENT NAME________________________

TEACHER________________________

DIRECTIONS: Conduct each role play with each student individually. Responses should be recorded on tape and transcribed later.

1. You are riding the bus and there is a man on the bus whom you have seen before. The man asks:
   - A. Hi, how do you like the weather today? b.________________
   - B. What's your name? a.________________(if only first name, ask for the last name) a.________________
   - C. How do you like the bus ride? b.________________
   - D. Where do you live? a.________________
   - E. What's your address? a.________________
   - F. What's your phone number? a.________________
2. You are at the bowling alley. A boy your age, you don't know comes up to talk to you:
   - A. Hi, how did you bowl today? b.________________
   - B. Do you come here a lot? a.________________
   - C. How did you get here? a.________________
   - D. Are you a good bowler? b.________________
   - E. Is anyone home at your house? a.________________
   - F. Would you like a ride home? a.________________
3. You are home alone. Someone calls you on the phone:
   - A. Hello, how are you today? b.________________
   - B. I'm selling magazines. Can I come over and show them to you? a.________________
   - C. What is your favorite magazine? b.________________
   - D. What is your address? a.________________
   - E. Is anyone else home? a.________________
   - F. Are you always alone? a.________________
4. You are at the grocery store. A man comes over and starts to talk to you.
   - A. Isn't this store busy? b.________________
   - B. What's your name? a.________________(if student just gives first name, ask for last name) a.________________
   - C. I'd like to call you sometime. What's your phone number? a.________________
   - D. Do you have a boyfriend (girlfriend)? a.________________
   - E. What kind of food do you like best? b.________________

PRETEST/POSTTEST (circle one)

SCORING:
- a. One point for each instance in which student refuses to reveal unsafe information (1B, 1D, 1E, 1F; 2B, 2C, 2E, 3F; 3B, 3D, 3E, 3F; 4B, 4C, 4D)
- b. One point for each instance in which student gives appropriate social response (1A, 1C; 2A, 2D; 3A, 3C; 4A, 4E)

TOTAL SCORE: a.________________

b.________________

Mastered, not mastered (circle one)

Mastery: a. 12 or more points

b. 6 or more points

EXAMPLES OF CORRECT AND INCORRECT RESPONSES FOR PRETEST/POSTTEST UNITS 1-5

	CORRECT		INCORRECT
1.A.	fine, good, rotten, I don't like it, it's nice out, it's too cold (hot)	1.A.	I don't tell people that (DTPT), no response, (shakes head), no
1.B.	(gives first name only), I don't tell people that (DTPT), (shakes head), no	1.B.	(gives first and last name or last name only)
1.C.	fine, good, bad, rotten, OK	1.C.	DTPT, (shakes head), no
1.D.	DTPT, don't know, (shakes head), no	1.D.	(gives specific name such as Kent, Seattle, etc. or gives address or street name)
1.E.	DTPT, don't know, (shakes head), no	1.E.	(gives all or part of address or street name)
1.F.	DTPT, don't know, (shakes head), no	1.F.	(gives all or part of phone number)
2.A.	pretty good, OK, bad, horrible	2.A.	DTPT, (shakes head), I don't know, no
2.B.	DTPT, I don't know, (shakes head), no	2.B.	yes
2.C.	DTPT, (shakes head), no, I don't know	2.C.	bus, my mom (dad), car, my friend brought me, I walked
2.D.	yes, no, I don't know, OK I guess	2.D.	DTPT
2.E.	DTPT, yes	2.E.	no, (shakes head)
2.F.	no, (shakes head)	2.F.	yes
3.A.	OK, fine, good, horrible, bad	3.A.	DTPT, (shakes head), no
3.B.	no, (shakes head)	3.B.	yes, OK
3.C.	(names a magazine), I don't know	3.C.	DTPT, (shakes head)
3.D.	DTPT, don't know, (shakes head), no	3.D.	(gives all or part of address or street name)
3.E.	DTPT, yes	3.E.	no, (shakes head)
3.F.	DTPT, no	3.F.	yes
4.A.	yes, I don't know, I guess so, no	3.A.	DTPT, (shakes head)
4.B.	(only gives first name), DTPT, (shakes head), I don't know	4.B.	(gives first and last name or last name only)
4.C.	DTPT, no, (shakes head), I don't know	4.C.	(gives all or part of phone number)
4.D.	DTPT, I don't know	4.D.	yes, no, (shakes head)
4.E.	(names some food), I don't know	4.E.	no, (shakes head), DTPT

SELF-PROTECTION CURRICULUM

The Self-Protection for the Handicapped Program Staff is keenly aware of the desire of educators to institute this program. However, care must be taken to ensure that all staff involved with this curriculum have participated in inservice training designed to provide skills in teaching the Self-Protection Program and techniques for dealing with students who are victims of exploitation. Without such training, teachers may find themselves in situations which are quite uncomfortable and/or are potentially harmful for their students.

Therefore, it is not recommended that this curriculum be used by anyone until they have completed inservice training in the use of the Self-Protection Program.

Dr. Gary Fisher, Coordinator
Self-Protection Project

Dr. Charlene Behrns, Director
Self-Protection Project

BEST COPY AVAILABLE

STUDENT ROLE PLAYS

Testing through the use of role plays is conducted prior to instruction of Unit 1, after completion of Unit 5, prior to instruction of Unit 6, and after completion of Unit 1Г. There are separate role plays covering Units 1-5 and Units 6-11.

Role plays should be conducted by a person unfamiliar to the students to assure valid results. A male should be used since in the vast majority of exploitation cases, a male is the offender. Drama students from a local high school or college have proven successful in performing the role plays. The tester should have the opportunity to practice with approximately four students to insure that standard instructions are given to each student.

Students should be tested in a quiet room with only the tester and student present. A tape recorder should be placed in a inconspicuous location and used to record student responses. The purpose for using a tape recorder is to avoid having the tester write down student responses and thus interfere with the realism of the role play.

The instructor should only prepare the students by telling them that they will be going to a room to work with someone. The instructor should send the students individually to the testing room rather than having the tester enter the room to get each student. This will insure that each student sees the tester only during testing.

The tester should give the following instructions to the students; "Have you ever pretended to do something? We are going to pretend to do some things. I'll tell you what we are going to do. Let's start." The tester then reads the situations on the script. After testing, the tester should tell the student not to tell anyone else what they did.

The instructor can transcribe the tapes after testing. One point is given for each correct response and zero points are given for each incorrect response. Examples of correct and incorrect responses are included in the curriculum. There is a "a" or "b" following each question on the role play script. "a" questions ask for personal information or unsafe actions. "b" questions ask for information which is safe for the student to answer. The total number of correct "a" responses and "b" responses should be tallied separately. The criteria for mastery is on the role play script.

PRE-POST TEST UNITS 6-11

STUDENT NAME____________________

TEACHER____________________

DIRECTIONS: Conduct each role play with each student individually. Responses should be recorded on tape and transcribed later.

1. When you get home, your parents are not at home. You are alone. A salesman comes to the door selling books.

   A. Hello, how are you today? b.____________________
   B. May I come in and show you my books? a.____________________
   C. Is anyone home? a.____________________
   D. What is your favorite book? b.____________________
   E. What time will someone be home? a.____________________
   F. Are you alone all the time? a.____________________

2. You are at a party. You have been talking with a boy for a little while. He is someone you just met.

   A. Isn't this party fun? b.____________________
   B. Do you like the music? b.____________________
   C. Well, how about going for a ride with me? a.____________________
   D. Why don't you give me your phone number? a.____________________

3. You are at work. It is time to go home. Everyone else has left and your boss comes to talk to you.

   A. You are doing such a good job. How do you like working here? b.__________
   B. What kind of job do you like best? b.____________________
   C. Will you come sit on my lap? a.____________________
   D. Would you like to come to my house? a.____________________
   E. Is anyone at home at your house? a.____________________
   F. I'm your boss. You should do what I tell you. Now will you come sit closer to me? a.____________________

4. One day after school, you are talking to your bus driver.

   A. How was school today? b.____________________
   B. Would you like to come to my house for cookies and milk? a.____________________
   C. Can I give you a kiss? a.____________________
   D. Instead of going home, do you want to go to the park with me? a.__________
   E. Did you do well on your school work today? b.____________________

SCORING: a. 1 point for each instance in which student fails to reveal unsafe information (1B, 1C, 1E, 1F; 2C, 2D; 3C, 3D, 3E, 3F; 4B, 4C, 4D)

b. 1 point for each instance in which student gives appropriate social response (1A, 1D; 2A, 2B; 3A, 3B; 4A, 4E)

TOTAL SCORE (a)__________________	TOTAL SCORE (b)__________________
Mastered, Not mastered (circle one)	Mastered, Not mastered (circle one)
Mastery: at least 10 points	Mastery: at least 6 points

EXAMPLES OF CORRECT/INCORRECT RESPONSES PRETEST-POSTTEST UNITS 6-11

	CORRECT		INCORRECT
1.A.	fine, good, bad, horrible	1.A.	I don't tell people that (DTPT) (shakes head), no
1.B.	no, (shakes head)	1.B.	sure, yes, OK, come in
1.C.	I don't tell people that (DTPT)	1.C.	no, (shakes head)
1.D.	(any response indicating a favorite book), I don't know	1.D.	no, DTPT, (shakes head)
1.E.	DTPT, no, (shakes head)	1.E.	I don't know, (any time stated)
1.F.	DTPT, no, (shakes head)	1.F.	yes
2.A.	yes, no, I don't know, it's OK	2.A.	DTPT, (shakes head)
2.B.	yes, no, it's OK, I don't know	2.B.	DTPT, (shakes head)
2.C.	no, (shakes head)	2.C.	yes, I don't know
2.D.	no, DTPT, (shakes head)	2.D.	(any phone number given)
3.A.	yes, no, it's OK, I don't know	3.A.	DTPT, (shakes head)
3.B.	(names any kind of job), don't know, I like them all	3.B.	DTPT, (shakes head)
3.C.	no, (shakes head)	3.C.	OK, yes
3.D.	no, (shakes head)	3.D.	OK, yes
3.E.	DTPT, yes	3.E.	no, (shakes head)
3.F.	no, (shakes head)	3.F.	OK, yes
4.A.	OK, fine, bad	4.A.	DTPT, (shakes head)
4.B.	no, (shakes head)	4.B.	OK, yes
4.C.	no, (shakes head)	4.C.	OK, yes
4.D.	no, (shakes head)	4.D.	OK, yes
4.E.	yes, no, I don't know	4.E.	DTPT, (shakes head)

UNIT 6

TRAVEL SAFETY

INTRODUCTION

Each year, numerous individuals are raped while hitchhiking, or otherwise traveling unsafely. National FBI statistics state that the third most frequent location for the occurrence of rapes is the victim's or the offender's car. This unit focuses on safe and appropriate ways to travel through public areas, whether rural or urban. The student will consider the possible consequences of unsafe modes of transportation and will become aware of safe alternatives such as riding a bus.

Self protection techniques for walking through public areas are also taught in this unit. It is important to emphasize the following points while teaching the lessons:

1. Exploitation can occur in broad daylight as well as at night. It is unsafe to walk through alleys or other secluded areas during the daytime just as it is at night. If possible, secluded areas should be avoided and routes chosen where people are present.
2. It is wise to walk through public areas as if with a purpose and a destination rather than to "mosey" along. This disposition can discourage people who attempt to badger or exploit others.
3. Students should ignore strangers who badger them on the streets. (Students may need to practice how to ignore someone who bothers them.) If followed or badgered incessantly, it is important to seek help as soon as possible from the nearest available people and to call the police if this is possible.

Before teaching this unit, we recommend that you contact a local rape assistance agency and ask for information concerning the areas of your locality where the highest number of rapes occur. Your students should be aware of the risk in these areas. For example, in Seattle the areas with the highest incidence of rape are Capitol Hill, the University District, and Yesler Terrace Public Housing.

UNIT GOAL

The student will travel safely in public areas.

LESSON SUMMARIES

Pretest: The student responds appropriately to safe and unsafe travel situations.

Lesson 1: The student discriminates safe and unsafe methods of car travel.

Lesson 2: The student states the basic rule for safe car travel.

Lesson 3: The student identifies 3 rules for walking safely.

Lesson 4: The student verbalizes an appropriate response to a stranger's advances.

Lesson 5: The student demonstrates ignoring a stranger's inappropriate advances.

Lesson 6: The student discriminates unsafe bus situations.

Lesson 7: The student identifies 2 ways to safely get help in emergency situations.

Posttest: Same procedure as Pretest.

UNIT 6: Pretest

OBJECTIVE: The student will respond appropriately to safe and unsafe travel situations.

MATERIALS	ACTIVITIES	ALTERATIONS
WN 801-804	Individually work with the students. Read the stories and ask the questions at the end. Record the responses.	**HEARING IMPAIRED:** Sign language.

CRITERION: Correct response to 3 out of 4 travel situations without prompting.

IF CRITERION IS MET: Proceed to Unit 7.
IF CRITERION IS NOT MET: Proceed to Lesson 1.

PRETEST UNIT 6: TRAVEL SAFETY

STUDENT NAME____________________

TEACHER_________________________

Directions: Read the student stories (WN 801-804). Record the student's responses.

STORY	STUDENT RESPONSE	CORRECT RESPONSE
1. WN 801	1.____________________	1. walk faster, go another way/ no, not safe
2. WN 802	2.____________________	2. go with father/ yes, safe
3. WN 803	3.____________________	3. not go in alley/ no, not safe
4. WN 804	4. ____________________	4. not go in car/ no, not safe

SCORING: 1 point for each story in which both questions are correctly answered.

TOTAL SCORE ______________

Mastered, Not mastered: (circle one)
Mastery: 3 points

UNIT 6: TRAVEL

STUDENT NAME________________________

TEACHER____________________________

Lesson Data (circle correct responses where appropria

Pretest Fill in number correct from pretest__________

1

STORY	RESPONSE		CORRECT RESPONS
1.	Yes	No	
2.	Yes	No	
3.	Yes	No	

2

Travel rule stated
Yes No

3

3 rules for walking safely	CORRECTLY STATE	
1. walk in daytime	Yes	No
2. walk with a friend when you can	Yes	No
3. do not walk in alleys or dark places	Yes	No

4

Did the student:	Trial 1		Trial 2		T
1. ignore the stranger	Yes	No	Yes	No	Ye
2. walk quickly	Yes	No	Yes	No	Ye
3. say "no"	Yes	No	Yes	No	Ye

SAFETY DATA SHEET

te.)	Criterion	Mastered (+) Not mastered (-)
	3 points	
E	3 correct responses	
	Statement of travel rule with no prompting.	
D	Correctly naming 3 ways for walking safely with no prompting.	
rial 3		
s No s No s No	Correct demonstration of 2 out of 3 assertive skills.	

DATA SHEET CONT. UNIT 6

Lesson Data (circle correct responses where approp

5

Did the student:	Trial 1	Trial 2	Trial
1. ignore stranger	Yes No	Yes No	Yes
2. walk quickly	Yes No	Yes No	Yes
3. say "no"	Yes No	Yes No	Yes

6

STORY	STUDENT RESPONSE		CORRECT RESPONS
1	safe	unsafe	
2	safe	unsafe	
3	safe	unsafe	
4	safe	unsafe	

7

Situation Ways to help Correct (+)
Incorrect (

1 A________________
B________________

2 A________________
B________________

Posttest Fill in number correct from posttest________

iate)	Criterion	Mastered (+)	Not Mastered (-)
3 No No No	Correct demonstration of the 3 assertive skills in 2 out of 3 trials		
E	Given 4 situations correct identification of 2 unsafe and 1 safe bus travel, without assistance		
-)	Identification of 2 ways to safely get help in 2 emergency situations without prompting		
____	3 points		

UNIT 6: LESSON 1

SKILL: Traveling in a car safely.

OBJECTIVE: The student will discriminate safe and unsafe methods of car travel.

MATERIALS

SS 801 - 806

ACTIVITIES

A. Discuss traveling in a car, where students travel and with whom, both in town or out of town. Emphasize that it is fun to ride with friends, but NEVER with a stranger. Emphasize that even in an emergency situation, such as when students are caught in a rainstorm or have a minor injury, they whould not take a ride with a stranger.

B. Review Unit 1.

1. Review lists of friends, emphasizing that it is okay to ride with them in a car.

2. Review strangers list. Explain that we do not ride in a car with people we do not know well because we don't know whether they will really take us where we want to go or whether they will hurt us. A good rule to follow is NEVER ride with strangers.

C. Read stories. Ask the students to tell you whether or not the main character should take the ride.

ALTERATIONS

BLIND/PARTIALLY SIGHTED:

Narration by teacher, limited use of pictures and slides.

HEARING IMPAIRED:

Sign language.

CRITERION: 100% correct responses without prompting to three situations in Activity D.

IF CRITERION IS MET: Proceed to Lesson 2.
IF CRITERION IS NOT MET: Review Unit 1 and repeat this lesson.

UNIT 6: LESSON 2

SKILL: Stating the rule of travel safety.

OBJECTIVE: Students will state the rule, "Never ride with strangers."

MATERIALS

SSH 800: Woman at Market with script, questions and activities.

SSH 801: Boy at Bus Stop may also be used in this lesson to demonstrate male on male rape and to emphasize that men as well as women must not ride with strangers.

ACTIVITIES

A. Review discussion of traveling by car - with whom. Emphasize the rule, NEVER ride with strangers or someone you just met.

B. Explain that sometimes people will offer to give students a "lift" - for instance, from the bus stop, grocery store, school, shopping center, but the rule still applies - NEVER ride with strangers, or someone you just met. It is only okay to accept these rides if the offer is from a trusted friend or family member.

C. Present the slide show, reading the script. Discuss questions at end, emphasizing major concepts and complete activities.

ALTERATIONS

BLIND/PARTIALLY SIGHTED:

Narration of slide show script.

HEARING IMPAIRED:

Sign language.

CRITERION: Statement of travel safety rule with no prompting.

IF CRITERION IS MET: Proceed to Lesson 3.
IF CRITERION IS NOT MET: Review Activities A and B.

UNIT 6: LESSON 3

SKILL: Learning safe places to walk.

OBJECTIVE: Student will identify 3 rules for walking safely.

MATERIALS

*SS 807 - 834

(unsafe areas where potential problems could occur)

*No script

ACTIVITIES

A. Discuss with students traveling by walking. Ask them where they walk, with whom, and when.

1. Tell them it's fun to walk, but they need to learn some simple rules to do it safely.
2. Tell them three rules:
   - a. Walk in the daytime.
   - b. Walk with friends when you can.
   - c. Do not walk in alleys or dark places.

B. Discuss unsafe places to walk (dark, dimly lit, no lights; no people around, loitering people; no phones, no way to quickly get help; lots of places for people to hide) and what makes them unsafe.

1. Show slides of unsafe areas, pointing out why they are unsafe or potentially unsafe (approaches by strangers, hidden attackers). Elicit discussion.
2. Tell the students that if they absolutely must travel through an unsafe place, to walk briskly and keep looking around and behind them for possible dangers.

C. Ask students to state the three rules for walking safely.

ALTERATIONS

BLIND/PARTIALLY SIGHTED:

Verbal discussion of slides.

HEARING IMPAIRED:

Sign language.

CRITERION: Statement of three rules for walking safely with no prompting.
IF CRITERION IS MET: Proceed to Lesson 4.
IF CRITERION IS NOT MET; Reteach lesson.

UNIT 6: LESSON 4

SKILL: Identifying appropriate responses to strangers' inappropriate advances.

OBJECTIVE: The student will verbalize an appropriate response to a stranger's advances (say "NO", ignore, and walk away).

MATERIALS

SSH 802

Woman in Alley - with questions and activities

ACTIVITIES

A. Review the concepts of saying "no", unit 4

B. Explain that sometimes when walking, strangers may come and "badger" - talk to you, ask for money, ask for a match, ask to walk with you, tease, or touch

1. Explain and demonstrate that students must say "no" to these people, then ignore them, and walk away quickly.

2. Practice skills of:
   a. saying "no"
   b. ignoring
   c. walking away quickly

C. Ask students to recall the three rules for walking safely. Tell them they are going to see a show about a person who forgot the rule. Present slide show, reading the script. Discuss major concepts and complete activities at end of script.

D. Ask students to explain what they would do if a stranger made inappropriate advances toward them.

ALTERATIONS

BLIND/PARTIALLY SIGHTED:

Narration of slides

HEARING IMPAIRED:

Sign language

CRITERION: Identification of two out of three skills to respond to a stranger's inappropriate advances.

IF CRITERION IS MET: Proceed to Lesson 5
IF CRITERION IS NOT MET: Review Activities B, C, and D.

UNIT 6: LESSON 5

SKILL: Handling inappropriate advances while walking.

OBJECTIVE: The student will demonstrate appropriate responses to inappropriate advances by an approaching stranger.

MATERIALS	ACTIVITIES	ALTERATIONS
WN 817 - 822	A. Review what to do if approached while walking by a stranger. Emphasize that the students should ignore the stranger and walk away briskly and purposefully. B. Read the stories and ask questions at the end. C. Ask each student to show you what he/she should do if approached while walking by a stranger. Teacher or another student role plays the part of the stranger in the stories.	HEARING IMPAIRED: Sign language.

CRITERION: Given 3 trials, 2 demonstrations of ignoring stranger, walking away briskly and purposefully.

IF CRITERION IS MET: Proceed to Lesson 6.
IF CRITERION IS NOT MET: Review Activities A and C.

UNIT 6: LESSON 6

SKILL: Learning to ride the bus safely.

OBJECTIVE: The student will discriminate unsafe bus situations.

MATERIALS

SSH 801: Boy at Bus Stop--with questions, and activities.

WN 823 - 828

ACTIVITIES

A. Discuss appropriate steps in riding a bus:

1. waiting at the bus stop
2. paying bus fare
3. finding a seat
4. getting off and walking to destination

B. Discuss inappropriate responses in bus travel. For example:

1. riding with a stranger, if bus doesn't come
2. leaving with someone you just met to get something to eat
3. getting off the bus with a stranger and going to his/her house

C. Present slide show, reading script. Discuss concepts and complete activities at end of script.

D. Read each of the stories and ask what the character should do. Role play each story, having students take turns demonstrating what they would do in the situation.

ALTERATIONS

HEARING IMPAIRED:

Sign language.

CRITERION: Given 4 situations, correct identification without assistance of 2 unsafe and 1 safe bus travel situation.

IF CRITERION IS MET: Proceed to Lesson 7.
IF CRITERION IS NOT MET: Review Activities A and B.

UNIT 6: LESSON 7

SKILL: Safely getting help in emergency situations.

OBJECTIVE: The student will identify 2 ways to safely get help in an emergency situation.

MATERIALS	ACTIVITIES	ALTERATIONS
WN 829 - 832	A. Review rule: "NEVER ride with a stranger." B. Discuss emergency situations. Emphasize that student should not take rides from strangers, but they can get strangers to help them: 1. Ask the stranger to call the police, ambulance, etc. 2. Ask the stranger to get help. C. Read stories of emergency situations. Ask students to identify 2 ways they could safely get help. D. Role play responses to story situations.	**BLIND/PARTIALLY SIGHTED:** Teacher reads descriptions of emergency situations. **HEARING IMPAIRED:** Sign language.

CRITERION: Identification of 2 ways to safely get help in 2 emergency situations without prompting.

IF CRITERION IS MET: Proceed to Posttest.
IF CRITERION IS NOT MET: Review Activities A and B.

UNIT 6: PO

OBJECTIVE: The student will respond appropriately to safe

MATERIALS	ACTIVITIES
WN 805 - 808 Data sheet to record responses.	A. Individually work with stu stories and ask the questi Record the responses.

CRITERION: Correct responses to 3 out of 4 travel situatio

IF CRITERION IS MET: Proceed to Unit 7.
IF CRITERION IS NOT MET: If bus safety is missed, reteach
Lessons 3, 4, and 5. If car safe
situation is missed, reteach Less

STTEST

and unsafe travel situations.

dents. Read the
ons at the end.

ALTERATIONS

HEARING IMPAIRED:

Sign language.

ns without prompting.

Lesson 6. If walking safety is missed, reteach
ty is missed, reteach Lessons 1 and 2. If emergency
on 7.

POSTTEST UNIT 6: TRAVEL SAFETY

STUDENT NAME____________________

TEACHER________________________

Directions: Read the student stories, (WN 805 - 808). Record the student's response.

STORY	STUDENT RESPONSE	CORRECT RESPONSE
1. WN 805	1.____________________	1. walk with friend/ yes safe
2. WN 806	2.____________________	2. not go to house/ not safe
3. WN 807	3.____________________	3. say, please call my mom/ no, not safe
4. WN 808	4.____________________	4. ignore him, walk away/ no, not safe

SCORING: 1 point for each story in which both questions are correctly answered.

TOTAL SCORE:_______________

Mastered, Not mastered (circle one)
Mastery: 3 points

WN 801

You and your friend have just seen a movie. It was good but now it's getting late and you are shivering from the cold. You want to get home fast. The two of you remember a way to get home that is through a park with lots of trees.

What should you and your friend do?

Is it safe to walk through the park?

WN 802

While you are waiting for the school bus, it begins to rain hard. You are getting soaked. Then you see your father drive around the corner. He stops the car, leans over and says, "Jump in, I'll take you to school since it's raining."

What should you do?

Is it safe to ride with your father?

WN 803

You are in a hurry to get home. You are already late for dinner and your mother will be angry. You know a short cut to get home but it's through a dark alley.

What should you do?

Is it safe to walk through the alley?

WN 804

You are waiting at your regular school bus stop. A man drives up and says to you, "The bus broke down. I'll take you to school."

What should you do?

Is it safe to ride with the man?

WN 805

You're on the way to the store. You see your best friend. Your friend calls out "Hey, wait a second, and I'll walk with you."

What should you do?

Is it safe to walk with your friend?

WN 806

You love to go to the lake near your house. Sometimes there are ducks around and everyone likes to watch them. One day while you are watching the ducks, an older boy walks by. You have seen him only a couple of times before. He says, "Let's go to my house and get some bread to feed the ducks."

What should you do?

Is it safe to go home with the boy?

WN 807

You are running down the street and trip. Your leg hurts alot and its bleeding. A man you have never seen before comes up to you and says, "Here, let me help you to the hospital," and starts to pick you up.

What should you do?

Is it safe to go with the man?

WN 808

You are walking home from your friend's house. You don't feel like going home because you have a lot of homework. A man steps right out in front of you and says, "Could you loan me a couple of dollars--I haven't eaten for two days."

What should you do?

Is it safe to give the man money?

WN 809

Even though they had no way to get there, Tricia and Pam were talking about the dance. They had been practicing dancing all evening. Pam's brother came into the room and said, "If you want to go that badly, I'll take you."

What should the girls do?

WN 810

Jim was at basketball practice. It was a hard practice and Jim didn't notice that his best friend Sam was sitting in the bleachers. When he got out of the shower and was walking back through the gym, he saw Sam and waved. Sam walked over and said, "I had to stay after school for talking in Ms. Young's class. Then I decided to stop by and see how the team looked. Want a ride home?"

Should Jim take the ride?

WN 811

Steve just finished with his exercise class and was very tired. He wasn't looking forward to walking home. As he was stepping off the curb to cross the street, a man honked his horn. It was Steve's Uncle Bob who lived close by. "You want a lift?"

Should Steve take the ride?

WN 812

Gail was on her way to the store for her mother. A guy that she had seen around the neighborhood several times rode up beside her on his motorcycle. He said, "You want to go for a ride?"

Gail said, "No, thanks. I have to go to the store."

The guy on the motorcycle said, "Ok, I'll give you a ride there."

Should Gail take a ride?

WN 813

Mary Ann was sitting on the front porch. It was one of the first sunny days of spring, and she was enjoying the sun. It felt so good that she didn't mind being alone. A car pulled up in front of her house. A man leaned out the window and called to her, "You better hop in the car and come with me right now. Your mother sent me to pick you up. Hurry up now, don't worry. She said it was ok."

Should Mary Ann take the ride?

WN 814

Tim was walking home from baseball practice. It had been a long day and he was tired. Just as he was counting the blocks until he got home, a car pulled up beside him. Two older boys were in the front seat. The driver called, "Hey Tim, want a ride?"

Tim didn't know the driver. The other boy had pitched for the baseball team a couple of years ago.

Tim didn't know what to do.

Should Tim take the ride?

WN 815

Susie was going to a club meeting and started out the door to walk there. About a block from her house she saw a person in the car waving to her. It was the new teacher at school, Mr. Edward, and he asked if Susie wanted a ride.

Should Susie take the ride?

WN 816

During basketball practice, Wally was surprised to see his father walk into the gym and sit down on one of the bleachers. When the practice was over, Wally went over to say hello to his dad. His father said, "I got off work early and thought I'd drop by and watch your practice. Would you like a ride home?"

"You bet," said Wally. They walked out together.

Should Wally take the ride?

WN 817

As Jeff was walking past several men, one of them called out, "Hey partner, have you got a spare dollar?"

What should Jeff do?

Is this a safe situation?

WN 818

Wanda was walking to her favorite ice cream store. It was a sunny day and she was happy. A boy sitting outside whistled to Wanda and said, "Hey, cutie!"

What should Wanda do?

Is this a safe situation?

WN 819

While Gina was waiting at the bus stop, a stranger walked by and asked her what time it was.

What should Gina do?

Is this a safe situation?

WN 820

Linda was riding home on the bus. A man sat down beside her. When she got off at her stop, the man also got off the bus. Linda started walking toward her home. The man walked behind her. He followed her for two blocks at a distance. Then he began to follow closer. He called out to her to slow down. He asked her if she needed a boyfriend. Linda became frightened.

What should Linda do?

Is this a safe situation?

WN 821

On his way to his music lesson, Jesse walked past some women standing on the corner. One of the women called out, "Do you have a match, honey?"

What should Jesse do?

Is this a safe situation?

WN 822

On her way to work, Jill ran into a good friend of hers. He said, "Hey, I'm walking the same direction. Do you want some company?"

What should Jill do?

Is this a safe situation?

WN 823

Sitting on the bus next to Frank was a man he had seen only a couple of times. The man had a lot of packages. When they both got off the bus at the same stop, the man asked Frank, "Would you help me carry the packages to my house?"

What should Frank do?

Is this a safe situation?

WN 824

Marsha just stepped off the bus when she heard a car horn honking. She glanced up to see her father waving to her, "Come on, let's go home", he said.

What should Marsha do?

Is this a safe situation?

WN 825

Melissa was waiting at the bus stop. She was alone. It was in the afternoon and she was going shopping. Just as she was hoping the bus would hurry, a stranger approached her. He said, "Come with me, your bus isn't going to come today because it's a holiday."

What should Melissa do?

Is this a safe situation?

WN 826

Shelly was standing at the bus stop waiting to go downtown. A stranger said, "I'm going downtown, how about you?" Shelley nodded. The stranger said, "Well, I know another bus that will take us there quicker. Let's try to catch it.

What should Shelly do?

Is this a safe situation?

WN 827

Scott got off the bus at his usual stop. A stranger began to walk with Scott. The stranger said, "I know a short cut. Come with me and you'll get to work faster."

What should Scott do?

Is this a safe situation?

WN 828

Joshua met some school friends while riding on the bus. They were all going to baseball practice. Something happened to the bus and it broke down. The bus driver said, "Another bus will be here to get you in 15 minutes." Joshua's friends said, "Let's all walk. We can get there faster."

What should Joshua do?

Is this a safe situation?

WN 829

John wasn't paying attention to the walk sign when he started crossing the road. He heard a car slam on it's brakes and then John jumped out of the way and fell down. His leg hurt and was bleeding. The driver of the car said, "Let me help you in the car. I'll take you to the hospital."

What should John do?

WN 830

George was walking his Irish setter around the block. The dog was frisky and liked to play. Another dog came up and the two dogs started fighting. George tried to stop them, but got bit on the hand. The letter carrier walking by said, "Here, come with me. I'll help you."

What should George do?

WN 831

A big storm has blown up while Terry was at the dance. He didn't have far to walk but he was a little frightened of the thunder and lightning.

What should Terry do?

WN 832

Julie was running down the street to catch her bus. She didn't see a small tree stump and fell and cut her leg. She could hardly move her leg, it hurt so bad. A person walked by and asked if he could help.

What should Julie do?

TRAVEL SAFETY SLIDE SERIES SCRIPT SS 801 - 806

SLIDE #

801 What are the people in this picture doing?

(DANCING) What kind of event do you think this is? (A DANCE)

What kinds of things do people do at this event? (DANCE, TALK, EAT, HAVE A GOOD TIME)

1. Is it safe to travel to a dance with your mother?
2. Is it safe to travel to a dance with a stranger?

802 This is a basketball game. What are the people in this picture doing?

Where do you think this kind of event takes place? (GYMNASIUM)

What kinds of things do people do at this kind of event? (CLAP, CHEER, YELL, EAT)

1. Is it safe to travel to a game with your brother?
2. Is is safe to travel with your brother and father?
3. Is it safe to travel in a car with a person you just met?

803 What are the people in this picture doing? (STANDING, TALKING, SITTING, EATING)

Where do you think this event is taking place? (IN A HOUSE)

What kind of event do you think this is? (A PARTY)

1. Is it safe to travel home from a party with someone you just met?
2. Is it safe to travel to a party with a good friend?

804 This is a bowling alley. What do you do here? (BOWL, EAT, KEEP SCORE, TALK)

1. Is it safe to travel to a bowling alley with a stranger?
2. Is is safe to leave a bowling alley with a stranger?

SLIDE #

805 What sort of place do you think this is? (PARK, CARNIVAL, FAIR) What would you do at this place? (GO ON RIDES, EAT, HAVE FUN, PLAY GAMES, SEE FUNNY THINGS)

1. Is it safe to ride with your sister to a carnival?
2. Is it safe to ride home with someone you just met on a ride?

806 This is a baseball game. What are the people in this picture doing? (PLAYING BASEBALL, SITTING, RUNNING, WATCHING THE GAME) Where do you think this event takes place? (PARK, FIELD, OUTDOORS)

1. Is it safe to travel to a baseball game with your Mom and Dad?
2. Is it safe to travel to a baseball game with a stranger?

SUM UP "NEVER TRAVEL WITH STRANGERS" RULE

THE WOMAN AT THE MARKET

SSH 800

Storyline: A woman is shopping in a supermarket. A man follows her and begins to chat with her while they are shopping. The man helps her put things into her basket and waits for her at the check-out counter. He offers her a ride home because she was going to take the bus. It is cold and he seems very friendly and fun, so she accepts the ride. She tells him which way to her house but he suggests another route. She begins to get worried. He drives her to a deserted stretch of road, hauls her out of the car, and assaults her.

MAJOR ISSURES

1. It is dangerous to accept rides from strangers.
2. It is dangerous to accept rides from acquaintances.
3. It is safer to meet new acquaintances at public places for the first few meetings (more detail in Unit 7, Lessons 4, 5, and 6.

SLIDE #	SLIDE SCRIPT
1	What kind of store is this?
2	Where is the woman going? (inside the store)
3	What is she doing? (shopping) Do you ever go grocery shopping like this woman?
4	Who do you see with the woman now? (a man)
5	She just met him in the store. Is he a stranger or a friend? (stranger)
6	The stranger is helping her shop.
7	Do you think she likes the man helping her? (it looks like she might)
8	What is the man doing? (checking out)
9	The woman is checking out. Where is the man? (waiting for the woman)
10	Is the woman happy that the man is helping her? (yes) Is he still a stranger? (yes)

SLIDE #	SLIDE SCRIPT
	RECAP: SHE MEETS A MAN
11	The girl and man are walking out together.
12	What is the man offering to do for her? (give her a ride)
13	How does the woman feel about riding with a man she does not know very well? (not sure she can trust him)
14	What did the woman hand to the man? (her groceries)
15	Where is the man putting her groceries? (in his car)
16	Is the woman going to ride with the man? (yes)
17	He is getting into the car too.
18	What is the woman telling the man? (where she lives)
19	Does he want to go that way? What is he saying to her? (he wants to go another way)
20	How do you think the woman feels? (worried)
	RECAP: SHE RIDES WITH STRANGER
21	They are leaving the parking lot.
22	Are they going the way the woman wanted? (no) They are going the way the man wanted.
23	Where do you think he is taking her? Do you think he is taking her home?
24	The car stopped. Do you see any houses? (no)
25	How does the woman feel now? (scared)
	RECAP: THE MAN IS NOT FRIENDLY

SLIDE #	SLIDE SCRIPT
26	What is the man doing? (taking her out of the car)
27	Does the woman want to get out of the car? (no)
28	What is the man doing? (holding her so she can't get away)
29	Can she get help here? (no) Why not? (no people, phones)
30	Where does he have his hand? (over her mouth, around her body)
31	Can she get away? (no)
32	Who will come help her? (no one)
33	How do you think the woman feels now? (scared, hurt)
34	She can't get away.

RECAP ENTIRE STORY

REVIEW QUESTIONS:

A. Why shouldn't you ride with strangers or someone you just met?

B. What if the man keeps insisting that she ride with him?

C. What if it is cold and raining and you don't want to wait for the bus?

D. What should you do if you want to see the man again?

ACTIVITIES

1. Select students to role play saying "no" assertively to a stranger or an acquaintance who offers them a ride. Have the students stand away from the car.
2. Discuss appropriate modes of transportation for students to use so they avoid potential exploitation (e.g. buses, walking, rides from friends or relatives).
3. Discuss public places where it is safe to meet acquaintances or new friends in order to get to know them better in a safe environment.

4. Ask students to role play saying "no" to the ride invitation and then inviting the man to meet in a public place. This invitation could be to meet directly after the shopping is completed (example: "Why don't I meet you down the street for coffee?" or to meet somewhere at a later date).

5. Discuss what the woman could do if she did not want to talk to the man at all. What if the man was bothering her? What should she do?

   a. Tell the man "I'm not going to talk to you now. Please don't follow me."

   b. If the man persists, ask a store clerk to help you.

   c. If the store clerk will not help you, ask to use the phone and call the police.

   d. Do not leave the store until you are sure the man cannot follow you or harm you.

NOTE: You may want to show the slide series The Boy at the Bus Stop directly after showing this series in order to help male clients understand that taking rides from strangers is equally dangerous for men. You can then have role playing practice after both slide series have been shown.

THE BOY AT THE BUS STOP SSH 801

STORYLINE: A boy is waiting for a bus on a cold, wet day. A man in a car offers him a ride and he gets into the car. The man drives him to a deserted school yard where his buddy is waiting. They assult the boy.

MAJOR ISSUES

1. It is dangerous to accept rides from strangers.
2. It is dangerous to accept rides from acquaintances.
3. Even if someone appears to be friendly, it is dangerous to accept a ride unless he/she is a friend or family member.

SLIDE #	SLIDE SCRIPT
1	What do you see? (a boy)
2	I see a sign. It says bus. What is the boy doing? (waiting for the bus)
3	What drove up? (a car)
4	Who is in the car? (a man) The boy has never seen the man. Is he a stranger or a friend? (stranger)
5	Is the boy talking to the man? (yes)
6	What is the boy doing? (getting into the car)
7	Where is he now? (in the car) Is he still waiting for the bus? (no)
8	How do you think the boy feels about driving with a stranger? (sorry)

RECAP: BOY ACCEPTS RIDE WITH MAN

9	Is he taking the boy home? (doesn't look like it)
10	Do you see any houses? (no)
11	Who is this? (another stranger)
12	The car is driving up to the man.

SLIDE #	SLIDE SCRIPT
13	What is the man doing? (opening the car door)
14	How does the boy feel now? (scared)
	RECAP: MEN HAVE BOY ALONE
15	What are the men doing? (dragging the boy out)
16	They are pulling him out.
17	Do you think he can get help? (no one will see or hear him)
18	What do you think will happen? (they will hurt him)
19	They pushed him onto the ground. Do you think they can hurt the boy? (yes)
20	The men are hurting the boy.
21	What can the boy do to get away? (push them off, scream) How do you think he feels? (scared, unhappy, bad)

RECAP ENTIRE STORY

REVIEW QUESTIONS

A. Why shouldn't you ride with strangers?

B. What could you say to a man who seems to be friendly and wants to give you a ride?

C. What could you do if he won't go away?

D. What could you do if you didn't want to wait for the bus in the rain?

SHOW ASSERTIVENESS REPLAY SLIDES 22 - 30. Discuss appropriate assertiveness used by the young man to avoid potential harm.

ACTIVITIES

1. Role play saying "no" to a friendly stranger offering a ride.
2. Discuss appropriate and safe ways to travel by bus.

THE WOMAN IN THE ALLEY

SSH 802

STORYLINE: A woman walking down an alley is followed by a man. He stops her and asks for a match to light his cigarette. Instead of taking the match, he grabs her, forces her to the ground and assults her.

DANGERS: Walking down deserted alleys and stopping to interact with strange men in deserted places.

MAJOR ISSUES

1. It is important that clients learn to avoid potential danger areas like alleys, even in the daytime. Stress that there are few people close enough to hear screams for help.
2. Clients should learn to generalize this situation to other unsafe places.
3. Students need to learn to be firm, even unfriendly, to discourage a possibly dangerous stranger.

SLIDE #	SLIDE SCRIPT
1	Who do you see walking? (a woman and a man)
2	Where are they walking? (in a alley)
	DISCUSS ALLEYS
3	Does the woman see the man? (yes)
4	The man is closer to her now.
5	What does the man want? How does the woman look? (suspicious)
	RECAP: MAN FOLLOWS WOMAN
6	What is the woman looking for? (matches) Do you think it is a good idea to give him matches? (no) Why not? (might get hurt)
7	What did she give to him? (matches)
8	He didn't want matches. What is he doing? (grabbing her arm)
9	Is he being friendly? (no)
10	What is the man doing now? (he is going to hit her)
11	What is the woman doing? (screaming) Do you think anyone will hear her? (no)

RECAP ENTIRE STORY

REVIEW QUESTIONS

A. What are some places where you shouldn't walk alone?

B. What can you do if a man follows you when you walk away from him? (Try to walk fast or run to an area where there are other people)

SHOW ASSERTIVENESS REPLAY SLIDES 17 - 25. Discuss appropriate assertiveness used by the woman to avoid exploitation.

ACTIVITIES

1. Select students to role play saying "no" assertively to a stranger and continuing to walk away briskly. (Ask the stranger to be persistent).
2. Ask students to role play more difficult but similar situations such as a man asking directions (Say "I don't know where that is," or offer brief directions while continuing to walk away.)
3. Discuss safer places to walk than areas where no people are around. Instruct students to avoid such areas when possible.

UNIT 7

SELF-PROTECTION IN SOCIAL SITUATIONS

INTRODUCTION

In this unit, social situations are broadly defined as any situation in which the student is interacting with friends, acquaintances, and/or strangers, such as parties, dates, and social get-togethers. The materials in this unit continually emphasize that it is important and appropriate to meet new friends, but that it is also important to become acquainted with these new persons in a safe and careful manner.

Our data indicate that many handicapped men and women are exploited in a private setting with a stranger or new acquaintance. For example, several cases involved women who met men for the first time at a party, became acquainted for several hours, and then left the party and went to the house or room where the exploitation occurred.

In order to protect themselves from being exploited, students are encouraged to meet new friends in public places for at least the first two encounters. This process may discourage a potentially exploitive person, who is generally seeking a more vulnerable victim, and may protect those students who are unable to judge whether a new person is trustworthy. This method of becoming acquainted also allows the time and opportunity to determine whether the acquaintance is truly a trustworthy individual.

Several slide stories are included in this unit as well as audio tapes in which students are confronted with situations in which they must decline invitations to go somewhere alone with a stranger or acquaintance. Students should be taught to invite the stranger or acquaintance either to meet or remain in a public setting. Students can role play these invitations.

UNIT GOAL

The student will avoid exploitation in social situations.

LESSON SUMMARIES

Pretest:	The student states the appropriate response to safe and unsafe social situations.
Lesson 1:	The student identifies safe ways to travel to social events.
Lesson 2:	The student states the "stranger" rule - "Never go off alone."
Lesson 3:	The student demonstrates refusing a ride from a stranger.
Lesson 4:	The student recites 2 ways to safely meet friends.
Lesson 5:	The student recalls 3 public places.
Lesson 6:	The student refuses a ride from a stranger and suggests an alternative.
Lesson 7:	The student says "No" to inappropriate/undesired touching and offers an alternative behavior.
Posttest:	Same procedure as Pretest

UNIT 7:

OBJECTIVE: The student will state the appropriate r

MATERIALS	ACTIV
WN 901 - 904	A. Working with eac ually, read one questions at the sponses.

CRITERION: 3 out of 4 correct responses without pro

IF CRITERION IS MET: Proceed to Unit 8.
IF CRITERION IS NOT MET: Proceed to Lesson 1.

PRETEST

esponse to safe and unsafe social situations.

ITIES	ALTERATIONS
h student individ- story at a time, ask end, and record re-	HEARING IMPAIRED: Sign language.

mpting.

PRETEST UNIT 7: SELF-PROTECTION IN SOCIAL SITUATIONS

STUDENT NAME____________________

TEACHER________________________

STORY	STUDENT RESPONSE	CORRECT RESPONSE	CORRECT (+) INCORRECT (-)
1. WN 901	1._______________	1. tell Kelly to stop, get up and move away	
2. WN 902	2._______________	2. accept the ride	
3. WN 903	3._______________	3. not go	
4. WN 904	4._______________	4. tell Kevin to stop	

NUMBER CORRECT:____________

Mastered, Not mastered (circle one)
Mastery: At least 3 correct responses

UNIT 7: SELF-PROTECTIO

STUDENT NAME________________

TEACHER____________________

Lesson	Data (circle correct responses where appr
Pretest	Fill in number correct from pretest_____
1	Did the student name a safe way to travel Situation 1 Situation 2 Yes No Yes No
2	Did the student state "stranger" rule? Yes No
3	Did the student: 1. Demonstrate an assertive refusal? Ye 2. Provide an alternate action? Ye
4	Did the student identify 2 appropriate wa to safely meet new friends? Situation 1 Situation 2 Yes No Yes No

IN SOCIAL SITUATIONS

DATA SHEET

opriate)	Criterion	Mastered (+)	Not mastered (-)
___	At least 3 correct responses		
	Identification of a safe way to travel to two different social situations without prompting		
	Verbalization of "stranger" rule without prompting in response to an unsafe social situation		
es No es No	Demonstrates an assertive refusal to a ride in a role play situation without prompting		
ys	Identification of 2 appropriate ways to safely meet new friends in 2 different social situations without prompting		

Unit 7 Data Sheet cont.

5 Public Places named:

1.__________________________

2.__________________________

3.__________________________

Re
ou

6 Did the student demonstrate offering alternate public meeting places?

Trial 1		Trial 2		Trial 3	
Yes	No	Yes	No	Yes	No

In
of
pl

7 Did the student demonstrate assertive behavior?

Trial 1		Trial 2	
Yes	No	Yes	No

In
as
un
of

Did the student suggest an alternative behavior?

Trial 1		Trial 2	
Yes	No	Yes	No

Posttest Fill in number correct from posttest___

Criterion	Mastered (+) Not Mastered (-)
ecall of 3 public places with- ut prompting	
3 trials, 2 demonstrations of ffering alternate public meeting ace without prompting	
2 trials, one demonstration of ssertive behavior to inappropriate/ desired touching and a suggestion alternative behavior	
At least 3 correct responses	

UNIT 7: LESSON 1

SKILL: Identifying social situations and review of travel safety.

OBJECTIVE: The student will identify safe ways to travel to and from a social event.

MATERIALS	ACTIVITIES	ALTERATIONS
SS 801 - 806 (see Unit 6 for script)	A. Discuss different types of social situations (parties, movies, dances, sports events). Discuss what typically happens (meet people, have a good time).	BLIND/PARTIALLY SIGHTED: Verbal descriptions.
	B. Review Unit 6, Lesson 1, Activity C. Show slides and supplement with the following questions: 1. Were you at an event like this recently? 2. Can you meet new friends here? 3. What did you do? 4. How did you get here? 5. Name another safe way to go and come home.	HEARING IMPAIRED: Sign language.

CRITERION: Identification of safe ways to travel to two different social situations without prompting.

IF CRITERION IS MET: Proceed to Lesson 2.
IF CRITERION IS NOT MET: Review Unit 6 and this lesson.

UNIT 7: LESSON 2

SKILL: Learning not to go off alone with a stranger or new acquaintance.

OBJECTIVE: The student will state the rule, "Never go off with a stranger."

MATERIALS	ACTIVITIES	ALTERATIONS
SSH 900: Woman at the party with script, questions and activities.	A. State the rule that students must NEVER go off with a stranger or someone they just met. Discuss reasons for this (i.e. can't trust strangers, don't know if they will hurt us, don't know if they will take us where we want to go).	**BLIND/PARTIALLY SIGHTED:** Script narrative for slide show.
	B. Explain that the students are going to see a show about a woman at a party who forgot to use the rule. Show the slide show and discuss questions and complete activities at end of script.	**HEARING IMPAIRED:** Sign language.

CRITERION: Verbalization of "stranger" rule without prompting in response to unsafe social situation.

IF CRITERION IS MET: Proceed to Lesson 3.
IF CRITERION IS NOT MET: Review Activity A.

UNIT 7: LESSON 3

SKILL: Demonstrating the appropriate response to unsafe social situations.

OBJECTIVE: The student will demonstrate refusing a ride from a stranger.

MATERIALS	ACTIVITIES	ALTERATIONS
SSH 901: Woman in the Cafe with script, questions, and activities.	A. Review the "stranger" rule.	BLIND/PARTIALLY SIGHTED:
	B. Explain that the students are going to see a show about a woman in a restaurant with friends who forgot about the rule. Show slide show and follow discussion at end of script.	Script narrative of show.
	C. Model refusing a ride from a stranger. Have students role play a situation in which two friends sit at a table and a stranger (played by the teacher) offers them a ride.	HEARING IMPAIRED: Sign language.

CRITERION: Demonstration of assertive refusal of ride offered by a stranger without prompting.

IF CRITERION IS MET: Proceed to Lesson 4.
IF CRITERION IS NOT MET: Review Lesson 2 and reteach Lesson 3.

UNIT 7: LESSON 4

SKILL: Learning to meet new friends safely.

OBJECTIVE: The student will recite two appropriate ways to safely meet new friends.

MATERIALS

WN 905 - 910

ACTIVITIES

A. Review the rule: NEVER go off alone with a stranger or someone you just met.

B. Discuss social situations - that these are good places to meet new friends. It's important to meet new friends. We are going to talk about how to do it safely. These are two good rules to always follow:

1. Invite the new friend to meet or remain in a public place for at least two meetings. Emphasize that students must not travel with the new friend to a public place; that they must go separately and meet each other there.
2. Invite the new person to come to your house when your parents are home.

C. Explain that you are going to read stories of situations in which people meet new friends:

1. Discuss each story, keeping in mind the two rules for meeting new friends.
2. Ask students to pretend they are the main character in the story and demonstrate what they would do. Be sure the demonstration shows their understanding of the two rules.

D. Have students rule play the inappropriate story situations to practice saying "no" and finding an alternative.

ALTERATIONS

HEARING IMPAIRED:

Sign language.

CRITERION: Identification of two appropriate ways to safely meet new friends in two different social situations without prompting.

IF CRITERION IS MET: Proceed to Lesson 5. IF CRITERION IS NOT MET: Review Activities A & B.

SKILL: Identifying public places.

OBJECTIVE: The student will recite three public pl

MATERIALS	A
None	A. Discuss different (restaurants, dances) meet someone.
	B. Ask students to ma public places where th new people.

CRITERION: Recall of three public places without

IF CRITERION IS MET: Proceed to Lesson 6 .
IF CRITERION IS NOT MET: Reteach lesson.

7: LESSON 5

aces where he/she could safely meet new persons.

CTIVITIES

types of public places
where you could safely

ke a list of specific
ey could safely meet

prompting.

ALTERATIONS

HEARING IMPAIRED:

Sign language.

UNIT 7: LESSON 6

SKILL: Suggesting alternatives for meeting people.

OBJECTIVE: The student will demonstrate refusing a ride from a stranger and suggesting a safe public place to meet.

MATERIALS

AT 900: Valentine's Day with script.

AT 901: Jan and May with script. (see Unit 5 for script)

SSH 903: Bowling Alley with script, questions and activities.

SSH 904: Teenage Party with script, questions and activities.

ACTIVITIES

A. Review two rules for meeting new friends. Also review travel safety (never accept rides from strangers). Explain that these rules apply when student is by himself and also when he and a friend are together and a stranger wants to give both a free ride.

B. Discuss that students must not accept rides with strangers or someone they just met. The student could be left in a strange place or hurt if he doesn't know the driver well. Tell the students they are going to see a story about 2 people at a bowling alley who are offered a ride by some people they just met at the bowling alley.

C. Present slide shows discussing questions and completing activities at end of script.

D. Review the three rules to follow when meeting new friends:

1. NEVER go off alone with a stranger or someone you just met.

2. Invite a new friend to your home (when 1 parent is home).

3. Invite a new friend to meet you in a public place.

ALTERATIONS

BLIND/PARTIALLY SIGHTED:

Script narrative for slide show.

HEARING IMPAIRED:

Sign language.

UNIT 7: LESSON 6 cont.

ACTIVITIES

E. Discuss alternative behaviors:

1. Stay at alley and bowl. Perhaps arrange to bowl together another day (meet at alley), if they want to.

2. Say "NO." If men persist in "bugging" them, report it to adult at bowling alley.

F. Have students pretend they are the main character in the slide show. In a role play situation, have the students demonstrate:

1. What they would do

2. An alternate action

G. Play tapes and ask students to respond with alternative meeting places.

CRITERION: Given 3 trials, 2 demonstrations of offering alternate public meeting places without prompting.

IF CRITERION IS MET: Proceed to Lesson 7.
IF CRITERION IS NOT MET: Reteach lesson.

UNIT 7: LESSON 7

SKILL: Responding to inappropriate touching in a social situation

OBJECTIVE: The student will say "NO" to inappropriate/undesired touching in a social situation and offer an alternative behavior.

MATERIALS	ACTIVITIES	ALTERATIONS
AT 902: Rita's Date with script.	A. Review safety practices to be taken in social situations. Also review that the students have the right to say "no" to others touching their private body parts. Explain that sometimes they may go to social events with a new friend and that sometimes that person may try to touch the student inappropriately. Tell the students that they have the right to say "no" and they do not owe the person anything even though the person may try to tell the student that he or she does. Tell the students that not only should they say "no" but they should also go home immediately and they should do so by bus or by calling their parents. Emphasize that they should not go home with the person who touched them inappropriately. B. Tell the students that they will listen to a tape about a girl on a date. Tell them that they should respond whenever the narrator asks what the main character should do. C. Play the tape and discuss.	HEARING IMPAIRED: Sign language.

CRITERION: Given two trials, one demonstration of assertive behavior to inappropriate/undesired touching and a suggestion of alternative behavior.

IF CRITERION IS MET: Proceed to Posttest.
IF CRITERION IS NOT MET: Repeat lesson.

UNIT

OBJECTIVE: The student will state the appropriate

MATERIALS

ACTI

WN 901 - 904

Data sheet to
record responses.

A. Working with e
ually, read one st
question at the en
sponse.

CRITERION: 3 out of 4 correct responses without

IF CRITERION IS MET: Proceed to Unit 8.
IF CRITERION IS NOT MET: Reteach unit.

7: POSTTEST

response to safe and unsafe social situations.

VITIES

ALTERATIONS

ach student individ-
ory at a time, ask
d, and record re-

HEARING IMPAIRED:

Sign language.

prompting.

POSTTEST UNIT 7: SELF-PROTECTION IN SOCIAL SITUATIONS

STUDENT NAME____________________

TEACHER_________________________

STORY	STUDENT RESPONSE	CORRECT RESPONSE	CORRECT (+) INCORRECT (-)
1. WN 901	1.____________________	1. tell Kelly to stop, get up and move	
2. WN 902	2.____________________	2. accept the ride	
3. WN 903	3.____________________	3. not go	
4. WN 904	4.____________________	4. tell Kevin to stop, leave	

NUMBER CORRECT____________

Mastered, Not mastered (circle one)
Mastery: 3 correct responses

WN 901

Christy was at a recreation center playing basketball. Kelly, a girl on her team, came over and sat next to her. Their team was behind and the girls were worried. Kelly put her hand on Christy's thigh and said, "Don't worry, we'll win," but she left her hand there and began moving it towards Christy's crotch.

What should Christy do?

WN 902

Joan was leaving school when she saw her friend Ellen getting into a car. Joan waved to her and said "See you tomorrow." Ellen called, "Hey Joan, my mother is giving me a ride - can we give you a ride home too?"

Should Joan take the ride with her friend?

WN 903

Margie was sitting alone at the basketball game. Some kids that she didn't know came over and sat next to her. They began to tell her about a party they were having after the game and invited her to come along.

Should Margie go to a party with kids she just met?

WN 904

Brian lived in a group home. One night when everyone was watching TV, a new boy sat down next to Brian and began rubbing his hand along the inside part of Brian's thigh.

What should Brian do?

WN 905

Chris had been practicing all week for the Special Olympics. When Saturday came, she ran her best and came in second. At the dance, she met some other winners. She particularly enjoyed dancing with Joel. Even though she had only met him once, she liked him. Joel asked her if she wanted to go bowling next weekend.

What should Chris do?

WN 906

Celeste was at a church picnic. All the other kids her age were sitting together. One of the boys Celeste didn't know asked her to take a walk with him.

What should Celeste do?

WN 907

Carol went to a pot luck dinner at her church. She was alone in the kitchen making coffee when in walked Paul. Carol has just met Paul tonight but she gave him a friendly smile and said "Hi" because she thought he was cute. He came over to her and asked her to take a ride with him in his new car.

What should Carol do?

WN 908

Mary met Michael at a school dance. He offered to give her a ride home.

What should Mary do?

WN 909

Francie went with a group from her school for a pizza after a basketball game. Curt, a boy she had just met, sat down beside her. He said, "I've got a brand new motorcycle at home. You want to go to see it?"

WN 910

A bunch of Anne's friends decided to go rollerskating on Friday night. Anne went with them and met a guy named Joe. Both of them had a great time and Joe wanted to see Anne again. "How about meeting me at the diner across the street for lunch tomorrow?"

What should Anne do?

THE WOMAN AT THE PARTY

SSH 900

Storyline: A woman is introduced to a strange man at a party. He gives her too much liquor and puts his arm around her. He persuades her to leave the party and go with him to a room down the hall. In the bedroom, he rapes her.

MAJOR ISSUES

1. It is dangerous to go off alone with someone you just met.
2. If you drink, be aware that alcohol affects judgment and increases vulnerability to exploitation.
3. Parties are a good source of recreation and for meeting new friends, but it's probably not OK to kiss anyone passionately in public.
4. It is OK for a friend to put his/her arm around you or to give you a light kiss, if you want to.
5. If someone touches you and you don't want them to, it's OK to assertively tell them "no".
6. If you want to make friends with a new person, meet them in public places for the first time or two.

SLIDE #	SLIDE SCRIPT
1	What do you see? (record player, beer can)
2	What are the people doing? (looks like a party)
3	Here are two men.
4	The men are looking at the woman. What is the woman doing? (looking down)
5	What is the man doing? (he is introducing the woman to the other man)
6	What are the man and woman doing now? (talking)
	RECAP: THEY JUST MET
7	What does he have in his hand? (a bottle)

SLIDE #	SLIDE SCRIPT
8	The bottle says vodka.
9	What is he pouring into her glass? (vodka)
10	They are both drinking liquor.
11	What is the man doing now? (pouring the woman more vodka) Where is the man's arm? (on her shoulder)
12	Is she happy about the man hugging her? (looks like she is smiling)

RECAP: HE IS TOO FORWARD

SLIDE #	SLIDE SCRIPT
13	What is the woman doing? (getting up)
14	The man got up too.
15	What is he doing? (pouring her more to drink)
16	Does she want more liquor? (no)
17	The man is taking her down the hall.
18	Where do you think they are going? (maybe a room)
19	Where are they now? (in a bedroom)
20	Does the man look friendly? (no)
21	What did he do to the woman? (pushed her on the bed)
22	What is the man doing? (holding her down)
23	How do you think the woman feels now? (scared)
24	Can she get away from the man? Do you think anyone can help her? (music is loud)
25	The man is someone she just met. He is hurting her.
26	How do you think the woman feels? (scared, hurt, sick)

RECAP ENTIRE STORY

REVIEW QUESTIONS

A. Is it OK to go off alone with a stranger or someone you just met and kiss, hug, or be affectionate?

B. Is it OK to go off with a friend and be affectionate?

C. What should you do if a man is touching you and you don't want him to?

D. Where are good places to meet new friends?

SHOW ASSERTIVENESS REPLAY SLIDES 27 - 43. Discuss that this is one way of responding to the situation _if_ the woman does _not_ want to have physical contact with the man.

ACTIVITIES

ALTERNATIVE 1: (Responses when you don't want the man to touch you)

1. Select students to role play asking a man not to put his arm around them.
2. Select students to role play asking a man not to touch them and moving from the man.

ALTERNATIVE 2: (Responses if you like the man)

1. Explain that it is fine to meet new people, but only in public places at first.
2. Role play asking the man either to remain in the living room, or to meet later in a public place. (Remind them to travel to the public place separately)
3. Discuss how many times you should meet someone before going off alone with them.

*This is a good opportunity to review positive sexuality. It is OK to share affections with someone you have met several times in a public place who has been nice to you and who has done things that help you trust them.

THE WOMAN IN THE CAFE SSH 901

Storyline: Three women are at a cafe. Two men who are acquaintances are sitting at another table. The men become friendly and move to the women's table. The men invite one woman to go with them to their house. She leaves her friends and gets into the men's car. They drive her to their house. Once inside, they assault her.

MAJOR ISSUES

1. It is dangerous to go places alone with someone you just met.
2. It's fun to meet new people, but meet them in public places for the first two times. (More detail in Unit 7, Lessons 4, 5, and 6.)

SLIDE #	SLIDE SCRIPT
1	What do you see? (cafe, restaurant)
2	Who is at the table? (3 women)
3	Do you think the women are friends? (yes) It looks like they are having a good time.
4	Who is sitting at the other table? (2 men) They are waving at the women.
5	The woman is waving back. These men seem to be people the woman know a little.
6	What are the men doing? (joining the women)
7	Now they are all sitting together.
	RECAP: WOMEN MEET MEN IN CAFE
8	What are the people doing together? (talking) Are they having a good time? (looks like it)
9	How does this woman feel? (happy)
10	Where did the man put his arm? (around her shoulder) Does she mind his arm around her? (looks like she likes it)
11	The man wants her to go with them.

SLIDE #	SLIDE SCRIPT
12	How does she feel? (not sure)
13	What are her friends doing? (waving good-bye to her)
14	Who is the woman leaving with? (two people she doesn't know well)
15	The woman left with the men. Does she know them very well? (no) Is this a safe thing to do? (no)
	RECAP: SHE LEAVES WITH TWO PEOPLE SHE DOESN'T KNOW WELL
16	Now what are they doing? (getting in a car)
17	She got into the car with two people she doesn't know well.
18	Where do you think they are going?
19	Where did the car stop? (at a house) The people got out of the car.
20	Where are they going? (inside the house)
21	The man unlocked the door. It is his house.
22	The woman is inside the house with two people who are not friends or family members.
	RECAP: SHE IS ALONE WITH PEOPLE SHE DOESN'T KNOW WELL
23	What are the men doing? (grabbing her, stopping her from screaming)
24	How can the woman get away? (try to push them, run out the door)
25	Can she fight the two big men? (no)
26	Are the men being friendly? (no) What do you think they will do? (hurt her)
27	Where is the woman now? (on the floor)
28	What is the man doing with her shirt? (pulling it off)
29	How do you think the woman feels? (hurt, scared)
	RECAP ENTIRE STORY

REVIEW QUESTIONS

A. What should you do if people you just met ask you to go somewhere with them?

B. How can you get to know new friends better?

C. Where are good places to meet new friends?

SHOW ASSERTIVENESS REPLAY SLIDES 30 - 45.

ACTIVITIES

1. Select a group of students to take turns role playing saying "no" when an acquaintance asks them to leave the group. (Cue the acquaintances to be persistent.)
2. Discuss safe places where the students can meet people they don't know.
3. Ask individual students to invite the acquaintances to remain in a public place with them, or to meet in another public place.
4. Discuss modes of transportation for meeting new acquaintances in public places.

THE BOWLING ALLEY

SSH 903

Storyline: A young couple are at a bowling alley. Two men come up and begin using the next alley. They talk and all four leave at the same time. In the parking lot, the two men invite the couple to come with them in their van. The couple accept. The men drive down a lonely road and throw the boy out. They drive off with the girl and rape her.

MAJOR ISSUES

1. It is dangerous to accept rides with people you just met.
2. It is dangerous to accept rides with acquaintances even if there is a friend with you.
3. It is safer to make new friends by meeting in public places for first two times.

SLIDE #	SLIDE SCRIPT
1	What do you see? (a bowling alley)
2	Who is bowling? (a girl and a boy)
3	They are friends out on a date at the bowling alley.
4	Who is watching them? (two men)
5	The two men ask the boy and girl if they can join them. "Sure, we can all bowl together."
6	The men start bowling in the lane next to them. The couple just met them.
7	Are the men strangers to the couple? (yes)
	RECAP: COUPLE BOWLING NEXT TO STRANGERS
8	What do you think they are talking about? (high scorer, time to leave)
9	What are the girl and boy doing? (putting on their shoes)
10	Are they still bowling? (no, turning in shoes) They have known the men about an hour. Are they still strangers? (yes)

SLIDE #	SLIDE SCRIPT
11	They have all left the bowling alley.
	RECAP: COUPLE MEET MEN
12	What do you think the men are saying? (perhaps they are offering a ride)
13	How do the girl and boy feel about riding with the men? (happy)
14	Are they going with the men? (yes)
15	Where did the boy and girl go? (in the van)
16,17	Where do you think they are going? Let's see.
18	Do you see any houses? (no) Do you see any places to eat? (no)
19	What is the man doing outside the van? (opening the door)
20	What is the man doing with the boy? (pulling him out)
21	Do you think the boy wants to get out of the van? (no) Can he catch the van? (no)
22	They are leaving the boy behind. How do you think the boy feels? (helpless)
23	Do you think the van will stop for him? (no)
24	Can he catch the van? (no)
	RECAP: BOY IS HELPLESS
25	How do you think the girl feels now? (sorry, scared)
26	Where are they taking the girl? Can she get away? (no)
27	The truck stopped. Do you see houses? (no)
28	Where are the man's hands? (on her shoulder) Can she get away? Can she get help? (no)

SLIDE #	SLIDE SCRIPT
29	The men have her trapped in the van. What is the girl doing? (screaming)
30	Who do you think can hear her scream? (no one)
31	The man is hurting her.
32	How does the girl feel now? (hurt, scared)

RECAP ENTIRE STORY

REVIEW QUESTIONS

A. Should you accept a ride with a new person?

B. What if you want to get to know these men better?

C. What are some safe places to meet new friends?

SHOW ASSERTIVENESS REPLAY SLIDES 33 - 48. Discuss the couple's assertive response and the fact that the couple is safe and will not be hurt now.

ACTIVITIES

1. Select female - male pairs to role play saying "no" assertively to someone they just met who offers them a ride.

2. Discuss the fact that although it is not safe to go off with someone you just met alone, it is OK to meet them in a public place so that you can get to know them better.

3. Once students can say "no" assertively, ask the couples to say no to the ride invitation, then to invite the new people to meet them in a public place.

4. Discuss modes of transportation for meeting new people in public places.

5. Practice making suggestions for alternative meeting places.

THE TEEN AGE PARTY SSH 904

Storyline: A young woman and her boyfriend are at a party. They want something to drink so they go into the kitchen. After getting the drinks out of the refrigerator, the young man backs the young woman up against the refrigerator door. He tries to put his hand on her breast, and kiss her. She pushes his hand off her breast and tells him she doesn't want him to touch her like that. She explains to him that she really likes him but she doesn't want him to touch her breast. She suggests that they get their drinks and go back to the living room and dance. He pours their drinks and they go back to the party in the living room. They continue to dance and enjoy each others company.

MAJOR ISSUES

1. If you don't want to be touched, you can say "no".
2. You can still remain friends and/or have a good time after saying "no".
3. If you want to be touched, that's OK too. (Except you should choose a more appropriate setting, talk about positive sexuality.)

SLIDE #	SLIDE SCRIPT
1	What do you see here? (a party, a young woman and man are talking)
2	Where do you think they are going? (leaving the front room)
3	Where did they go? (the kitchen)
4	Why do you think they went to the kitchen? (to get something to eat or drink from the refrigerator)
5	What is the young man doing? (closing the refrigerator door)
6	What is the young man doing now? (putting his hand on her breast)
7	How does the young woman look? (like she does not want him to touch her breast, assertive)
8	What is the young woman doing? (pushing his hand off her breast)
9	What is the young woman doing here? (holding the young man's hand down and telling him she does not want him to touch her like that)

SLIDE #	SLIDE SCRIPT
10	How does the young woman's face look? (friendly) Does the young man look angry? (no, the young woman told him she does not want him to touch her like that. She suggests they get their drinks and return to the party.)
11	What's the young man doing? (pouring drinks)
12	Where are they going? (back to the party)
13	What are they doing? (dancing)
14	How do their faces look? (like they are having a good time. Happy) What happened in the kitchen did not end their relationship. They are still friends and are having a good time with each other.

ACTIVITIES

1. Discuss with students the fact that they do not owe their boyfriends sexual favors simply because they are dating.
2. Explain that it is the student's right to say "no" to pushy boyfriends. Have students role play a dating situation like the slide show.
3. Discuss ways to say "no" without jeopardizing the relationship.

THE VALENTINE'S DAY DANCE AT 900

NARR: It was Valentine's Day and the school had planned a dance. Debbie and Mary had decided to go together. The gym was beautifully decorated with the tables surrounding the dance floor. Mary and Debbie sat down at one of the tables to talk.

MARY: It sure looks nice in here. No one would believe that it is really just a gym. Why, I was playing volleyball in here just last Friday.

DEBBIE: Yeah, it looks great - and everyone seems to be having such a good time. I hope we have the chance to dance.

NARR: Mary and Debbie didn't have to wait long until some fellows came over and sat down.

BOB: Hi, girls. My name is Bob, and this is Jack. What are your names?

NARR: What should Debbie and Mary say? (5 second pause) A good answer would be:
BOB: What are your names?
MARY: My name is Mary and this is Debbie.

BOB: Why don't we dance this next song?

GIRLS: Sure.

NARR: Mary and Debbie enjoyed dancing with Bob and Jack the entire evening, but soon people began to leave.

BOB: Well, this party is getting to be a drag. What'd ya say we go over to my house for something to eat? My folks have gone away for the weekend, so we'll have the house to ourselves.

NARR: What should the girls say? (5 second pause) A good answer would be:
BOB: What'd ya say we go over to my house for something to eat?
MARY: No, let's meet at Pizza Hat restaurant instead, OK?

BOB: Well, all right. I'll drive.

NARR: What should the girls say? (5 second pause) A good answer would be:
BOB: I'll drive.
MARY: That's OK. We'll meet you there in my car.

BOB: Aw, come on, I've got a new car. Come on and ride with us!

NARR: What should the girls say? (5 second pause) A good answer would be:
DEBBIE: No, we'll meet you there in my car.
BOB: (reluctant) All right. See you there.

RITA'S DATE AT 902

NOTE TO THE TEACHER: Please explain to the class that in this story the main character, Rita is out on a date with somebody she doesn't know well. Rita does not want to be touched by John.

NARR: Rita was excited about her plans for the evening. Her friend Ann, had gotten her a date with the cousin of her boyfriend. She had never met him before tonight. They had planned to go to a concert and then go out for Cokes.

RITA: That was a wonderful concert. It's been a long time since I've heard such great music. Where shall we go for something to drink?

ANN: Let's go over to my place. I've got a new blender that I'm dying to try out. Milk shakes would be prefect.

NARR: Ann made everyone milkshakes. She put some music on the stero, sat down beside her boyfriend and put her hand on his shoulder. Pretty soon they were kissing and stroking each other. Rita was feeling pretty awkward. She felt her date's arm slip around her shoulder as he pressed his lips next to hers. Rita did not want to kiss John.

What should Rita say? (5 sec. pause) A good response would be:
RITA: I don't want to kiss you. Let's do something else.

JOHN: Aw, come on.

NARR: Rita's date pulled her closer and continued to kiss her. He tried to put his hand inside her blouse. Rita felt very uneasy. She just did not feel like kissing John.

What should Rita say? (5 sec. pause) A good response would be:
RITA: Stop. I don't want you to do that.

NARR: Rita went to the phone and called home to ask her father to come pick her up. No one was home. Rita hung up the phone. Her date came over.

JOHN: No one home? Why don't I take you home?

NARR: Rita was scared, she didn't feel like she could trust her date to take her directly home.

What should Rita say? (5 sec. pause) A good answer would be:
JOHN: Why don't I take you home?
RITA: No, thanks. I think I'll take a bus home. Thank you for taking me to the concert. Good-bye.

NARR: Rita walked outside to the bus stop and caught a bus home. When she was safely inside her house the phone rang. It was John. He apologized for not respecting her wishes, and asked if she would go out with him some other time.

UNIT 8
HOME SAFETY

INTRODUCTION:

Unfortunately, people often hold false assumptions about the security offered by their homes. Statistical evidence indicates that the home can be a dangerous setting where rapes can and do occur. National statistics gathered by the Federal Bureau of Investigation indicate that the most frequent setting for rape is the victim's home, with an average of one-third of all rapes occurring in that setting. Rapists gain access to their victims through both legal and illegal entry to a private home.

This unit is intended to teach students how to recognize potentially dangerous situations which can occur or exist in their homes. Self protection practices are introduced which students should exercise at all times while at home.

Two major areas of knowledge are covered in the unit:

1. Safety practices within the home, such as locking doors and windows, using a chain lock or "peephole".

2. Self protection procedures which should be followed when responding to a stranger or acquaintance who comes to the door.

In this unit, students will learn how to contend with various persons (such as a salesmen who may come to the door, or a stranger who needs help). Police statistics indicate that some rapists gain access to their victims by either dressing in "disguise" as repairman (for example, the "Boston Strangler") or appearing desperate for assistance (for example, "My car is broken"). This unit is especially important for handicapped people who may move into unsupervised settings. For example, those individuals who move from residential facilities (group homes, halfway houses) into independent apartments. As the trend towards independent living increases, the need for home safety training becomes even more important.

UNIT GOAL

The student will practice safety precautions to prevent exploitation in the home.

LESSON SUMMARIES: (Note: Unit 8 is divided into two sections. Section A deals with making the home safe against intruders. Section B teaches the students to respond safely to people who come to the door. There is a separate Pretest and Posttest for each section).

Pretest A: The student identifies safe actions for home safety.

Lesson A-1: The student states 2 home safety rules.

Lesson A-2: The student identifies 2 home safety errors.

Lesson A-3: The student corrects unsafe home situations.

Lesson A-4: The student demonstrates opening the door safely.

Posttest: Same as Pretest

Prestest B: The student will demonstrate refusal to let a stranger into the house and will discriminate those people who should be let in the house and those who should not be let in.

Lesson B-1: The student will discriminate safe and unsafe persons who may come to the door.

Lesson B-2: The student will demonstrate refusing to let a stranger or acquaintance into the house.

Lesson B-3: The student will demonstrate responding appropriately to a repairman's request to enter.

Lesson B-4: The student will demonstrate responding appropriately to a salesperson's request to enter.

Lesson B-5: The student will state a response helping a stranger at the door without letting him in the house.

Lesson B-6: The student will protect personal information on the telephone.

Posttest: Same as Pretest.

UNIT 8:

OBJECTIVE: The student will identify safe actio

MATERIALS

ACTI

Data sheet to record responses.

Tell each stude to ask them som homes. Read ea the student's r

CRITERION: 6 out of 8 correct responses without

IF CRITERION IS MET: Proceed to Unit 8, Pretest
IF CRITERION IS NOT MET: Proceed to Unit 8, Less

PRETEST A

ns for home safety.

VITIES	ALTERATIONS
nt that you are going e questions about their ch sentence and record esponse.	**HEARING IMPAIRED:** Sign language.

prompting.

3.
on A-1.

PRETEST A UNIT 8: HOME SAFETY

STUDENT NAME____________________

TEACHER_________________________

Directions: Circle the student's response to the following questions.

STUDENT RESPONSE	CORRECT RESPONSE	CORRECT(+) INCORRECT (-)
1. When you leave your house and no one else is home, is it okay to leave the door unlocked?		
Yes No	No	
2. When you are getting dressed, is it okay to leave the curtains open?		
Yes No	No	
3. When you are at home, is it okay to leave the door unlocked?		
Yes No	No	
4. At night, should you have the curtains open or closed?		
open closed	closed	
5. If you leave the house at night, should you leave a light on inside the house?		
Yes No	Yes	
6. If someone knocks on the door, should you open it right up?		
Yes No	No	
7. If you leave your house at night, should you leave a light on outside the house?		
Yes No	Yes	
8. If someone rings your doorbell, should you open the door or ask who is it?		
open door ask who is it	ask who is it	

TOTAL CORRECT____________

Mastered, Not mastered (circle one)
Mastery: 6 correct responses

UNIT 8: HOME

STUDENT NAME____________________

TEACHER____________________

Lesson	Data (circle correct response where appropri
Pretest	Fill in number correct from pretest________
1A	2 home safety rules named
	A.____________________
	B.____________________
2A	Home safety error named
	Story 1____________________
	Story 2____________________
3A	Indicate unsafe conditions corrected
	1.____________________
	2.____________________
	3.____________________

SAFETY

DATA SHEET

ate)	Criterion	Mastered (+)	Not Mas. (-)
___	6 correct responses		
	Two home safety rules named		
	Identification of 2 home safety errors in each of 2 stories without assistance.		
	3 unsafe situations without prompting		

Unit 8 Home Safety cont.
Page 2

Data (circle correct responses where appropriate)

4A	Did the student:	Trial 1		Trial 2	
	1. Ask "Who is it?" before opening door?	Yes	No	Yes	No
	2. Open the door only for a friend or family member?	Yes	No	Yes	No
	3. Get an adult?	Yes	No	Yes	No
	4. Not open the door to a stranger?	Yes	No	Yes	No

Posttest A Fill in number correct from Posttest A________

Pretest B Part 1

Did the student let the stranger in?

Trial 1		Trial 2	
Yes	No	Yes	No

Part 2

Fill in number correct from pretest_______

1B	Student responses	Correct response
	1.______________	1.________________
	2.______________	2.________________
	3.______________	3.________________

Criterion	Mastered (+)	Not mastered (-)
In 2 trials, 3 or 4 yes responses on at least one trial		
6 correct responses		
Refusal to let stranger in on two trials		
4 correct responses		
Correct response: 2 out of 3 times without prompting		

Unit 8 Home Safety cont.
Page 3

Data (circle correct responses where appropriate)

2B Did the student let the stranger in?

Trial 1	Trial 2	Correct response
Yes No	Yes No	

3B Did the student let the repairman in?

Trial 1	Trial 2
Yes No	Yes No

4B Did the student refuse to let the stranger in?

Trial 1	Trial 2
Yes No	Yes No

Did the student identify effective actions?

1. Action________________________________
2. Action________________________________

5B Response to stranger

Trial 1	Trial 2
Yes No	Yes No

6B Did the student protect personal information on the phone?

Trial 1	Trial 2
Yes No	Yes No

Posttest B Part 1: Did the student let the stranger in?

Trial 1	Trial 2
Yes No	Yes No

Part 2: Fill in number correct from posttest___

Criterion	Mastered (+)	Not mastered (-)
In 2 trials, one demonstration of refusal to allow a stranger or someone you just met into the house		
Given 2 trials, one demonstration of refusal to let the repairman inside		
Refusal to let the salesperson in or identification of at least one effective action		
Given 2 trials, one response which would help stranger without allowing him in the house		
Given 2 trials, the student does not give out personal information on the phone		
Part 1: Refusal to let stranger in on two trials		
Part 2: 4 correct responses		

UNIT 8: LESSON A-1

KILL: Identifying safe conditions in the home. (eg. locked doors and windows)

BJECTIVE: The student will state two home safety rules.

MATERIALS	ACTIVITIES	ALTERATIONS
S 1001 - 1019	A. Discuss different ways to keep home safe against fire, theft, exploitation, etc. (Turn stove burners off, smoke detectors)	**BLIND/PARTIALLY SIGHTED** Describe slides.
	B. Explain that these are specific things that people do to keep their homes safe against people who might try to hurt or who might try to rob them.	**HEARING IMPAIRED:** Sign language.
	C. Present slides and elicit discussion by following script.	
	D. Ask students to name unsafe conditions. List on board. (Teacher can help students by reminding them of the safe slides--examples: Remember the picture of the window that was shut and locked? That was a safe condition. What would the window look like if it were unsafe?)	
	E. Ask each student to individually state their own list of home safety rules and write them on the board, Put the students name by the rule stated to aid in data keeping.	

RITERION: A list of two home safety rules without prompting.

F CRITERION IS MET: Proceed to Lesson A-2.
F CRITERION IS NOT MET: Repeat Lesson A-1.

UNIT 8: LESSON A-2

SKILL: Identifying unsafe conditions in the home.

OBJECTIVE: Given a story, the student will identify two home safety errors.

MATERIALS	ACTIVITIES	ALTERATIONS
WN 1001 - 1003	A. Tell the students that you are going to read them a story about a person who makes several home safety mistakes.	**HEARING IMPAIRED:** Sign language.
	B. Ask the students to raise their hands whenever they recognize a mistake. Call on a student to tell you what the mistake was, then proceed with the story.	

CRITERION: Identification of 2 home safety errors in two stories without assistance.

IF CRITERION IS MET: Proceed to Lesson A-3.
IF CRITERION IS NOT MET: Provide supplementary stories until criterion is met.

UNIT 8: LESSON A-3

SKILL: Correcting unsafe conditions in the house.

OBJECTIVE: After identifying unsafe conditions in the house, the student will describe how two of those conditions could be changed to make the house safer.

MATERIALS	ACTIVITIES	ALTERATIONS
SSH 1000: Open Window with script, questions and activities.	A. Present slide show. Discuss alternatives to make the home more safe.	HEARING IMPAIRED: Sign language.
WN 1001- 1003	B. Read the stories. Reidentify the main character's errors. Ask students how the errors could be corrected.	

CRITERION: Correction of 2 out of 3 unsafe situations without prompting.

IF CRITERION IS MET: Proceed to Lesson A-4.
IF CRITERION IS NOT MET: Repeat Lessons A-1 and A-2.

UNIT 8: LESSON A-4

SKILL: Answering the door safely.

OBJECTIVE: The student will answer a door by checking a peephole, asking "Who is it?" and opening the door with the chain lock secured.

MATERIALS

- * Dead bolt lock
- * Chain lock
- * Peephole

* Not included

ACTIVITIES

A. Explain to the students that they know how to keep people out of their houses by locking windows and doors and taking other safety precautions. Explain that there is another way to keep unwanted people out of the house and that is by taking special precautions when opening the door.

B. Tell the students that all doors should have one of the following:
1. peephole 2. chain lock 3. dead bolt lock
The dead bolt lock should be secured at all times.

C. Tell the students that when someone knocks on the door, to peep through the peephole first. If they know the person, they can open the door. If there is no peephole or they cannot see the person through the window, they should not open the door. If an adult is at home, they should get the adult to come to the door.

D. Tell the students that if there isn't a peephole in the door, they should ask, "Who is it?" Only if the person is a friend or family member should the door be opened.

E. Have each student answer the door and practice asking "Who is it?" Each student should practice getting an adult to come to the door or looking through a peephole to determine if the person is a friend, family member or stranger.

F. Discuss the type of door students have at home. Identify the safest way to answer the door and role play situations for practice.

ALTERATIONS

BLIND/PARTIALLY SIGHTED:

Students should ask, "Who is it?" and other identifying information before opening the door.

HEARING IMPAIRED:

Sign language. Omit asking "Who is it?"

UNIT 8: L

CRITERION: Given two trials, one demonstration of family member or friend 3. getting an

IF CRITERION IS MET: Proceed to Posttest A.
IF CRITERION IS NOT MET: Repeat Activities C,D,E.

ESSON A-4

l. asking "Who is it?" 2. opening the door for a
adult 4. not opening the door for a stranger.

UNIT 8:

OBJECTIVE: The student will identify safe actions fo

MATERIALS

ACTI

Data sheet to record responses

Tell each student to ask them some qu homes. Read each se the student's respo

CRITERION: 6 out of 8 correct responses without pron

IF CRITERION IS MET: Proceed to Unit 8, Pretest B.
IF CRITERION IS NOT MET: Reteach Unit 8, Part A.

POSTTEST A

or home safety.

VITIES

that you are going
uestions about their
entence and record
onse.

mpting.

ALTERATIONS

HEARING IMPAIRED:

Sign language

POSTTEST A UNIT 8: HOME SAFETY

STUDENT NAME____________________

TEACHER______________________

Directions: Circle the students response to the following questions.

	STUDENT RESPONSE	CORRECT RESPONSE	CORRECT + INCORRECT -
1. When you leave your house and no one else is home, is it okay to leave the door unlocked?	Yes No	No	
2. When you are getting dressed, is it okay to leave the curtains open?	Yes No	No	
3. When you are at home, is it okay to leave the door unlocked?	Yes No	No	
4. At night, should you have the curtains open or closed?	open closed	closed	
5. If you leave your house at night, should you leave a light on inside the house?	Yes No	Yes	
6. If someone knocks on the door, should you open it right up?	Yes No	No	
7. If you leave your house at night, should you leave a light on outside of the house?	Yes No	Yes	
8. If someone rings your doorbell, should you open the door or ask who is it?	open the door ask who is it	ask who is it	

TOTAL CORRECT___

Mastered, Not mastered (circle one)
Mastery: 6 correct responses

UNIT 8: PRETEST B

OBJECTIVE: In a role play situation, the student will demonstrate refusal to let a stranger in the house.

MATERIALS

WN 1004 - 1005

Data sheet to record responses

ACTIVITIES

A. Working with each student individually, read the two situations. Indicate whether or not the student lets the stranger in the house.

B. Ask the student if it would be "okay" to let each of these people in the house:

	STUDENT RES.		CORRECT
1. Your uncle	ok	not ok	ok
2. A man selling books	ok	not ok	not ok
3. A man whose car has broken down	ok	not ok	not ok
4. Your teacher	ok	not ok	ok
5. A stranger	ok	not ok	not ok

ALTERATIONS

HEARING IMPAIRED:

Sign language.

CRITERION: Part A- Given two trials, 2 demonstrations of refusal to let a stranger in the house with no prompting.
Part B- 4 correct responses.

IF CRITERION IS MET: Proceed to Unit 9
IF CRITERION IS NOT MET: Proceed with Lesson B-1

PRETEST B UNIT 8: HOME SAFETY

STUDENT NAME____________________

TEACHER_________________________

Directions Part 1: Conduct two role play situations (WN 1004-1005) with the students. Indicate whether or not the student let the stranger in.

	Trial 1	Trial 2
1. Did the student let the stranger in?	Yes No	Yes No

Directions Part 2: Ask the student if it would be "okay" to let each of these people in the house. Circle their response.

	STUDENT RESPONSE	CORRECT RESPONSE
1. Your favorite cousin	okay not okay	okay
2. A man selling Bibles	okay not okay	not okay
3. A woman whose car broke down	okay not okay	not okay
4. Your teacher	okay not okay	okay
5. A stranger	okay not okay	not okay

TOTAL CORRECT FOR PART 2________________

Mastered, Not mastered (circle one)
Mastery: "No" response on both trials of Part 1, 4 correct on Part 2

UNIT 8: LESSON B-1

SKILL: Identifying people who should not be let in the house.

OBJECTIVE: The student will discriminate safe and unsafe persons who may want to enter your house.

MATERIALS	ACTIVITIES	ALTERATIONS
WN 1010 - 1015	A. Write these three rules on a board: "Never let a stranger in the house" "Never let a salesman in the house" "Never let someone you just met in the house" B. Read the stories. Ask whether it would be safe or unsafe for the main character to let the person at the door in and why.	HEARING IMPAIRED: Sign language.

CRITERION: Correct response 2 out of 3 times without prompting.

IF CRITERION IS MET: Proceed to Lesson B-2.
IF CRITERION IS NOT MET: Reteach lesson.

UNIT 8: LESSON B-2

SKILL: Responding appropriately to strangers and someone you just met who comes to the door.

OBJECTIVE: The student will demonstrate refusing to let a stranger or acquaintance into the house.

MATERIALS

WN 1016

AT 1001: An Acquaintance Comes to Marilyn's Door

ACTIVITIES

A. Remind the students that a stranger or someone you just met should never be let in the house.

B. Play the tape. Have the students respond at appropriate places.

C. Tell the students that you want them to practice not letting strangers in. Put the students in pairs, one taking the part of the stranger, the other of the person at home. Read the role play situation aloud. Tell the students to act it out. Remind the stranger to be persistent. Give feedback to the students.

D. Switch roles and act out another situation.

ALTERATIONS

HEARING IMPAIRED:

Have the students respond to the person at the door as if the person has normal hearing and does not comprehend sign language.

CRITERION: Given two trials, one demonstration of refusal to allow a stranger or someone you just met into the house.

IF CRITERION IS MET: Proceed to Lesson B-3.
IF CRITERION IS NOT MET: Repeat Activity B.

UNIT 8: LESSON B-3

SKILL: Responding appropriately to a repairman who comes to the door.

OBJECTIVE: The student will demonstrate responding appropriately to a repairman's request to enter.

MATERIALS

*SS 1020 - 1023

WN 1017 - 1022

*Supplement with magazine pictures of repairmen and non-repairmen--not included.

No script included

ACTIVITIES

A. State the rule about repairmen: NEVER let a repairman into your house without your parent's permission.

B. Describe procedure in responding to repairman at the door:

1. Check through the peephole, talk through the door, or open door with chain lock attached.
2. Tell repairman to wait, close and lock door while seeking parent in the house.
3. If parent is not home--do not let repairman in unless parent had previously given permission to let him in during parental absence.
4. Either call parent or tell repairman that parent will contact them later.

C. Select one student. Show the first picture of a person. Say to the student, "Pretend that the person is knocking at your door. I will be the voice of that person. Show the class what you should do."

ALTERATIONS

HEARING IMPAIRED:

Sign language.

CRITERION: Given 2 trials, one demonstration of refusal to let repairman inside.

IF CRITERION IS MET: Proceed to Lesson B-4.
IF CRITERION IS NOT MET: Reteach the Lesson.

UNIT 8: LESSON B-4

SKILL: Responding appropriately to a salesman who comes to the door.

OBJECTIVE: The student will demonstrate responding appropriately to a salesman's request to enter.

MATERIALS

*SS 1024 - 1030

WN 1023

AT 1000: Peggy and Evans Cookware Salesman with script.

*Supplement with magazine pictures or door-to-door sales persons-not included

ACTIVITIES

A. State the rule about salesmen: NEVER let a salesman into your house without your parent's permission.

B. Describe procedure in responding to salesman at the door:

1. Check through peephole, talk through the door, or open door with chain lock attached.

2. Tell salesman to wait, close and lock door while seeking parent in the house.

3. If parent is not home, do not let salesman in unless parent had previously given permission to let him in during parental absence.

4. Either call parent or tell salesman that parent will contact later.

C. Select one student. Show the first picture of a person. Say to the student, "Pretend that this person is knocking at your door. I will be the voice of the person. Show the class what you should do."

D. Play tapes, read script and discuss appropriate responses.

ALTERATIONS

HEARING IMPAIRED:

Sign language.

CRITERION: Given 2 trials, one demonstration of refusal to let salesman inside or identification of effective action.

IF CRITERION IS MET: Proceed to Lesson B-5.
IF CRITERION IS NOT MET: Reteach Lesson.

UNIT 8: LESSON B-5

SKILL: Helping a person in need who comes to the door without letting the person inside.

OBJECTIVE: The student will state one response which could be given to a stranger who comes to the door asking to be allowed inside because she or he needs help.

MATERIALS	ACTIVITIES	ALTERATIONS
SSH 1001: Broken Car with script, questions and activities	A. Present slide show and read script. Elicit discussion about the woman's mistake of letting the stranger in the house. B. Discuss alternatives in trying to help someone in need: 1. Keep the door locked and go get parent to help. 2. Offer to phone for help, still keeping the door locked. 3. Suggest other places to get help (phone booth down the street, gas station at corner). C. Ask students to respond to a stranger at the door asking for help.	BLIND/PARTIALLY SIGHTED: Omit lesson. HEARING IMPAIRED: Sign language.

CRITERION: Given 2 trials, one response which would help the stranger without allowing him in the house.

IF CRITERION IS MET: Proceed to Lesson B-6.
IF CRITERION IS NOT MET: Reteach Lesson.

UNIT 8: LESSON B-6

SKILL: Protecting personal information on the phone.

OBJECTIVE: The student will refuse to give out personal information on the phone to people they do not know.

MATERIALS	ACTIVITIES	ALTERATIONS
WN 1024	A. Review Unit 5, Protecting Information. (Safe - unsafe)	HEARING IMPAIRED:
	B. Discuss with the students that personal information should not be given out over the phone to people they do not know, unless a parent has specifically told them to (eg. Tell the plumber I'll be home at 4:00). In particular tell the students they should not reveal if anyone else is home or what time someone will be home.	Omit lesson.
	C. Conduct role plays with each student. Use the situations provided. Be persistent in attempting to get personal information from the student (eg. If no one else is home, "What time will someone be home?").	

CRITERION: One out of two trials in which student refuses to give personal information.

IF CRITERION IS MET: Proceed to Posttest B, Unit 8.
IF CRITERION IS NOT MET: Review Unit 5, Protecting Information (safe - unsafe). Reteach Lesson B-6.

UNIT 8: POSTTEST B

OBJECTIVE B: Given a list of five people, the student will identify each as safe or unsafe to let in the house.

MATERIALS

WN 1006 - 1007

Data sheet to record responses.

ACTIVITIES

A. Working with each student individually, read the two situations. Indicate whether or not the student lets the stranger in the house.

B. Ask the student if it would be "okay" to let each of these people in the house:

1. Your favorite cousin
2. A man selling Bibles
3. A woman whose car has broken down
4. Your teacher
5. A stranger

ALTERATIONS

BLIND/PARTIALLY SIGHTED:

Tell the student to let a repairman in only if he has been called for.

HEARING IMPAIRED:

Sign language

CRITERION: Part A Given two trials, 2 demonstrations of refusal to let a stranger in the house with no prompting.
Part B 4 correct responses.

IF CRITERION IS MET: Proceed to Unit 9.
IF CRITERION IS NOT MET: Repeat Lesson B-1 to B-5.

POSTTEST B UNIT 8: HOME SAFETY

STUDENT NAME____________________

TEACHER____________________

Directions Part 1: Conduct two role play situations (WN 1006-1007) with the students. Indicate whether or not the student let the stranger in.

	Trial 1	Trial 2
1. Did the student let the stranger in?	Yes No	Yes No

Directions Part 2: Ask the student if it would be "okay" to let each of these people in the house. Circle their responses.

	STUDENT RESPONSE		CORRECT RESPONSE
1. Your favorite cousin	okay	not okay	okay
2. A man selling Bibles	okay	not okay	not okay
3. A woman whose car broke down	okay	not okay	not okay
4. Your teacher	okay	not okay	okay
5. A stranger	okay	not okay	not okay

TOTAL CORRECT FOR PART 2__________

Mastered, Not mastered (circle one)
Mastery: "No" response on both trials of Part 1, 4 correct on Part 2

WN 1001

Mike's parents were going out for the evening, and leaving Mike alone. It was Friday night, but Mike didn't mind being alone. He even enjoyed the idea of having the house to himself.

Mike's parents had been gone for about an hour when he started feeling hungry. There was a drive-in a few blocks from his house. He decided he had enough money for a hamburger and a milkshake. Mike was about to leave the house when he remembered to get the key. The key was nowhere to be found. Mike looked in his pockets, on the table, and in the kitchen, but there was no key. He decided to leave the door unlocked.

At the drive-in he saw a boy from his school. The boy asked Mike what he was doing. Mike said he was staying home alone and went out for a hamburger. He felt very grown up.

A stranger standing nearby had been listening. The stranger asked where Mike lived. Mike told him.

When Mike got home, he forgot to lock the door. All he wanted to do was watch T.V. He forgot to pull the blinds and sat in the window watching T.V. Soon, Mike was fast asleep.

WN 1002

It was a rainy afternoon in December and already dark when Sally got home from school. "Oh, no," she thought to herself, walking up to the front door. "I forgot to leave the porch light on." She was in a hurry though, and didn't have time to worry about it.

Sally lived with her mother in her grandparent's old house. Her mother worked so Sally left for school from an empty house, and since her mother didn't get home until six o'clock, Sally also returned to an empty house. She always started dinner for her mother and herself. She barely had time to change her clothes before it was time to start the potatoes and salad. Tonight she was in an especially big hurry because she had invited her friend Paul to join them for dinner.

The house was dark as she hurried inside. She had also forgotten to leave on a light in the livingroom. Then she went directly into her bedroom to change her clothes. She had so many things on her mind that she didn't even think about locking the front door.

She was standing in her slip, brushing her hair and trying to decide what to wear when the phone rang. She ran into the livingroom to answer the phone without bothering to put on a dress or bathrobe.

The person on the phone said they were offering a special on rug cleaning. Sally looked down at the dirty carpet and said, "My mother might be interested but she isn't home right now."

The man on the phone asked, "Is someone else home who I could talk to?"

Sally replied, "No, only my mother and I live here and she's at work."

The man asked, "Is she ever home during the day when I might call her?"

Sally said, "Only on the weekends."

"HMMM," the man said. "The office is closed on weekends but I could send out a representative to talk to her. Is the address you have listed in the phone book correct?"

"Yes," said Sally.

"Well, thank you very much and good-bye."

Sally hung up the phone only to notice the drapes were wide open. She ran back to her room hoping no one had seen her.

She was in the kitchen busily peeling potatoes when she felt someone pinch her waist. She screamed and whirled around only to see Paul standing in front of her. He stood with his hands on his hips, shaking his head and laughing as he said, "What did you expect? The front door wasn't locked?"

WN 1003

Rick knew something was wrong the minute he saw his mother's face. She was usually smiling, with bright cheerful eyes. Today when Rick got home from school, his mother's eyes were sad, and she was only able to give him a quick, nervous smile.

She said, "Your grandfather is very ill, I must leave town for a few days. Aunt Mary will come and stay with you. The only thing I'm worried about is I must leave tonight and Aunt Mary can't come until tomorrow afternoon. You'll have to stay here alone until she arrives. But I know you'll be all right, won't you?"

Rick didn't want his mother to worry. He said, "Sure, Mom. Don't worry about me. I'll be fine."

That night Rick was alone. He got hungry. He decided to take the money his mother left and go get a hamburger. He was so busy thinking about his mom, his grandfather, and Aunt Mary that he forgot his home safety rules. He forgot to lock the door; he forgot to leave a light on; he left the drapes wide open. Then he walked to the "Tasty Kitchen", a cafe near his home.

Rick sat down at the corner counter. A man sat down beside him. The man looked familiar. Rick smiled at him. The man said, "You live in the yellow house on 39th street, don't you?"

Rick nodded.

The man asked, "What are you doing here alone?"

Rick told the man that his mother had left for a few days and that he would be alone until Aunt Mary arrived tomorrow.

The man said, "Would you like me to visit you?"

Rick smiled and nodded. Then he finished his meal. The man was still eating when Rick got up to go. He waved at Rick and said, "Maybe I'll see you later."

Rick walked alone in the dark to a dark house.

WN 1004

Teacher's role: Tell the student that he/she is home alone. Knock on the door and say, "Hi, I'm just passing through the neighborhood and would like to give you a free sample of a great new product. May I come in and show it to you?"

WN 1005

Teacher's role: Tell the student that he/she is home alone. Ring the doorbell and say, "Hi, my car just ran out of gas. May I come in and use your phone?"

WN 1006

Teacher's role: Tell the student that he/she is home alone. Knock on the door and say, "Hi, I'm selling records. If you let me come inside, I'll give you a free record. May I come in?"

WN 1007

Teacher's role: Tell the student that he/she is home alone. Ring the doorbell and say, "I'm sorry to bother you but my car has broken down. May I come in and use your phone?"

WN 1010

One evening about three weeks before Christmas, Don was in the workshop with his dad. They were building a dollhouse for Don's little sister. They had the house to themselves that night and were hoping to get a lot done. Don's little sister was getting so snoopy that the only way they could surprise her was to work on the dollhouse when she wasn't home. They heard a knock at the door. Don's dad said, "I wonder who that could be. Were you expecting anyone?" Don shook his head no. His dad said, "Neither was I. Go answer it, will you?"

An old man was standing at the door. He said, "I'm looking for the Freidman residence. Do you know where they live?"

"No," said Don, "but my dad might. I'll go ask him."

"Thank you," said the man, "may I wait inside? It's so cold outside."

WN 1011

It was Saturday morning and Rosy was watching her baby brother while her mother was hanging out laundry on the line. He was being pretty good playing with a toy truck, but Rosy knew it wouldn't be long before he was into things. The doorbell rang. Rosy wasn't expecting anyone and wondered who it could be. She answered the door. It was her Uncle Harold returning some tools he had borrowed. "Can I put these in your basement?" he asked.

WN 1013

One evening Joe's family went to see his cousin's new baby. Joe couldn't go because he was just getting over the flu and his mother was afraid he might still be contagious. He was content to stay home and work on his model airplane. There was a knock. Joe opened the door to a young man in jeans and T-shirt. The man said, "Is your father home?" Joe said, "no." The man didn't leave. He said, "I work with your dad and I need very much to speak with him. It's very important. Can you tell me where he is?" Joe told the man that he didn't have the address or phone number but that his father would be home in an hour or so. The man said, "I need very much to see him. May I wait for him?"

WN 1014

Melissa and her family were having dinner. The doorbell rang and Melissa jumped up and said, "I'll get it." Melissa was expecting a visit from her boyfriend, Jim. A pretty woman was standing on the front porch. The woman said, "I just had an accident with my car. I was driving into an intersection when another car hit the passenger side of my car. I hit my head on the windshield and need to use a phone. May I come in?" Melissa saw that the woman really did have a nasty looking cut on her forehead.

WN 1015

Hal was supposed to wash the morning dishes. Before his mother left, she said, "I'll be home by noon and I expect this kitchen to be clean." He always hated to wash dishes, but he found it especially boring when he was alone. Just when the pile of dishes was beginning to look like a mountain, Hal heard a knock at the door. He ran to answer it, hoping his friend Bobby might have decided to drop by. Instead of finding Bobby, he found a well dressed man carrying a briefcase. The man smiled at Hal and said, "Hi, I'm sorry to bother you, but I have a problem. My car broke down and I'm on my way to an important meeting. May I use your phone?"

Hal knew he wasn't supposed to let strangers into the house but the man looked okay. He said, "My mother will be back soon. She might let you use the phone."

The stranger frowned and said, "By then it will be too late. Couldn't I just come in for a minute? Here I'll even pay you a dollar if you let me use the phone." He reached into his pocket and pulled out a crisp new dollar.

Hal looked at the dollar wondering if he should take it.

WN 1016

1. A well dressed man who says his car is broken down.
2. A woman handing out religious literature.
3. An old man asking where an address is.
4. A stylish looking woman selling cosmetics.
5. A young man in jeans and T-shirt asking for your father.
6. An attractive woman who says she has had an accident nearby and needs to use your phone.
7. A man in overalls who says he has come to check the furnace.
8. A woman says she is collecting for a charity.
9. A man in a company uniform who says he has come to fix the leaky pipe.
10. A woman who says that she's taking a survey.

WN 1017

You are home alone. You are expecting a TV repair man. A man comes to the door who says he is a TV repair person. You can see a van in front of the house. A sign on it says, "Phil's TV Repair."

WN 1018

Ken was in the kitchen helping to get dinner started. Since his mother started working, and Ken was the only one home before six o'clock, it was his job to get dinner started. Just as he was starting to wash the vegetables, the doorbell rang. He wasn't expecting anyone and was surprised to find a man in overalls standing at the front door. "Hello," said the man, "I'm from Puget Oil, here to service your furnace. Can you show me where it is?" Ken said, "Mother didn't say you were coming today."

"Oh yes," the man said, "she called this morning. I'm in a hurry now, so let me in. If I don't get to it today, I won't be able to come back for a week.

WN 1019

It is in the morning. You are alone. You're expecting a plumber. A man comes to the door. He is dressed in overalls and is carrying a tool box. You cannot see his truck.

WN 1020

You are home with your little brother, Bobby. No one else is at home. You are expecting your mother. It is Saturday morning. You see a car drive up. A man comes to the door. He says he is an electrician. You weren't expecting one.

WN 1021

You are home alone in the evening. You are not expecting anyone. A man comes to the door. He says he has come to install the telephone. You were not expecting him.

WN 1022

It is in the afternoon. You are alone. You are expecting an exterminator. A man comes to the door who says he is the exterminator. You can see his truck with "Orkin" painted on it, parked in the driveway.

WN 1023

You are alone. It is in the evening. You are not expecting anyone. Someone is at the door selling magazines.

You are alone. It is Saturday morning. You are expecting your friend Linda. There is a knock at the door. You find a lady selling cosmetics.

You are at home with your family. It is in the evening. You are expecting a visit from Aunt Mary and Uncle Jack. An encyclopedia salesman comes to the door.

You and your sister are home alone. You are expecting the Avon lady. She comes to the door.

You are alone. You are not expecting anyone. A man selling brushes comes to the door.

It is afternoon. You are home with a friend. No one else is in the house. Someone comes to the door who says he is selling Boy Scout raffle tickets for his son. You are not expecting him.

WN 1024

1. A man calls selling magazine subscriptions.
2. Someone calls and asks if the woman of the house is home.
3. A caller says the student has won a set of "pots and pans."
4. A pollster calls to ask which type of toothpaste is used in the house.
5. Someone calls to ask if they can shampoo the rugs.
6. A man calls and says he's taking a survey of people's favorite TV shows.
7. Someone calls and says she is a friend of the student's father.
8. Someone calls and says he's from a radio station and the student has won a free album.
9. A man calls and asks if the student's mother is home.
10. Someone the student does not know calls and asks for directions to the student's house.

HOME SAFETY
SLIDE SERIES SCRIPT

SS 1001 - 1019

SLIDE #	
1001	What do you see here? (bolt, lock) How does this keep your house safe? (can lock the door with it, keeps people out)
1002	What do you see here? (chain lock) How does this keep your house safe? (locks the door - can open the door a little to see who is there, but still have the door locked)
1003	What do you see here? (key type lock) How does this keep your house safe? (lock doors, keeps people out)
1004	What do you see here? (peephole in door) How does this keep your house safe? (lets you look out to see who is at the door before unlocking and opening the door)
1005	This is a small window in the front door to look out of and be sure someone "safe" is outside. If there isn't a peephole in the door you should have a small window. Either one of these let you see who is at the door before opening it.
1006	What do you see here? (key left unattended in the door) Is this a safe home condition? (no) What would you do to make this safe? (take keys out of door)
1007	This is a picture of a door open with the screen door locked and closed. How does this keep your house safe? (people can't come in, can see who is at the door but they can't get in)
1008	This is what a screen door lock looks like. It works by pushing the button down. If you're going to leave your door open you should always keep your screen door locked. This will help to keep your home safe.
1009	What do you see here? (window open) Is this a safe home condition? (no) What would you do to make this safe? (close the window)
1010	What do you see here? (window closed and locked) How does this keep your house safe? (keeps people from getting in, people can climb windows and this keeps them out)
1011	What do you see here? (unlocked window) Is this a safe home condition? (no) What would you do to make it safe? (lock window)
1012	This is a window lock. It works by taking the handle and pulling it down to the side. You should always be sure to close the windows and lock them in your house, especially at night or if you are going out.

SLIDE#	
1013	What do you see here? (window with curtain open at night) Is this a safe home condition? (no) What would you do to make this safe? (close the curtain)
1014	What do you see here? (no lights on the front of the house at night) Is this a safe home condition? (no) What would you do to make this safe? (turn the light on)
1015	What do you see here? (no light on the front of the house at night) Is this a safe home condition? (no) What would you do to make this safe? (turn the light on)
1016	What do you see here? (porch light on in front of house at night) How does this keep your house safe? (looks like someone is home, enables a person to see who is at the door)
1017	What do you see here? (porch light) Is the light on or off? (on) Is this safe? (yes)
1018	What do you see here? (large bushes by front door and front windows of house) Is this a safe home condition? (no) What would you do to make this safe? (trim the bushes so they are low)
1019	Here is a picture of a house. Look at the bushes in front of the house. They are short so you can see the windows and doors. It is safer to have short bushes so that no one will hide in them and hurt you if you come outside.

HOME SAFETY
SLIDE SERIES SCRIPT

SS 1024 - 1030

SLIDE #

1024 This man is selling brushes. "Pretend he has come to your door....." How would you answer the door? (Either look through a peephole or ask "Who is it?" Only open door with a chain lock secured. Do not let anyone into the house)

TEACHER: ASK THIS QUESTION FOR EACH SLIDE:

1025 This is a woman handing out religious information. Pretend she has come to your door......"

1026 This is a young man collecting bottles. "Pretend........"

1027 This is a woman selling make-up. "Pretend......."

1028 This is a woman holding a cake she is going to give her neighbor. "Pretend........"

1029 This is a man delivering a package. "Pretend......"

1030 This is a man in need of help, his car has a flat tire. Pretend....."

THE OPEN WINDOW

SSH 1000

Storyline: A man prowling around a house finds an unlocked open window. A woman is asleep inside the bedroom. He enters from the window and rapes her at knife point.

MAJOR ISSUES

An important precaution for home safety is locking windows and doors against intruders.

SLIDE #	SLIDE SCRIPT
1	What do you see? (a house)
2	What do you see on the side of the house? (windows)
3	Are these two windows the same? (no, one is open and the other is closed)
4	One of the windows is open. Why? (perhaps to let air in)
5	Who is in the house? (a woman) What is she doing? (sleeping)
	RECAP: WOMAN ASLEEP, WINDOW OPEN
6	Who is outside the house? (man, prowler, stranger)
7	What is he doing? (standing at window, looking in)
8,9	He is peering in through the window. Do you think he should be there? (no)
10	Who does he see through the window? (a woman) Does the woman see the man? (no) Why? (she is sleeping)
11	What is he doing with the window? (opening it)
12	Where is he now? (inside the room)
13	What do you see in his hand? (knife)
14	Is he the woman's friend? (no)
15	Is the woman asleep now? (no, awake)
16	How does the man look? (mean)
17	How does the woman feel? (scared)

DISCUSS FEAR, HELPLESSNESS

SLIDE #	SLIDE SCRIPT
18	What is the man doing with the blanket? (pulling it off)
19	Where is the man now? (on top of the woman)
20	How does the woman feel? (hurt, scared).

RECAP ENTIRE STORY

REVIEW QUESTIONS

A. Why should you close and lock windows and doors in your house?

B. What if it is hot inside? (Use fan or air conditioner, or locked screens over the windows.)

C. What if your windows don't have locks, or the locks don't work?

SHOW REPLAY SLIDES 21 - 34

ACTIVITIES

1. Ask students to identify entrances in the house which should be locked at all times.
2. Ask students to tell when curtains should be closed in their homes.
3. Identify the police as a group to be called if someone does break into their house. Ask students to recite local police emergency number.
4. (Optional) Invite a police officer to class to explain home safety.

THE BROKEN CAR

SSH 1001

Storyline: A woman is alone in her house. A man comes to the door and asks to use the telephone because his car has broken down outside. The woman unhooks the door chain and lets him in. Then he rapes her.

MAJOR ISSUES

1. For home safety, it is important to keep doors chained and locked.
2. It is dangerous to let strangers into your home.
3. When helping someone, consider personal safety first.
4. Helping someone in need can be done in different ways.

SLIDE #	SLIDE SCRIPT
1	What do you see? (house)
2	Who is in the house? (woman) She is alone, no one else is there.
3	What is the woman doing? (reading a book)
4	What do you see parked outside the house? (car) Why is the car hood open? (car broke down)
5,6	What is the man doing? (he is knocking at the door)
7	The woman heard the knock.
8	Where is the woman going? (to answer the door)
9	What is she doing? (opening the door)
10	She opened the door a little. What do you see on the door? (a chain)
11	Does the woman know this man? (no)
12	What is the man pointing at? (his broken car)
13	Why is the hood open on the car? (it's broken) Maybe the man wants to use the telephone to get help.
	RECAP: MAN NEEDS HELP
14	Do you think the woman wants to help? (yes)
15	What is she doing with the door chain? (taking if off)

SLIDE #	SLIDE SCRIPT
16	Now the door can open all the way.
17	Who is coming inside? (the stranger who needs help) Do you think it is safe to let him in? (no)
18	Now what is the woman doing with the door? (locking it)
	RECAP: MAN NEEDED HELP, SHE LET HIM INSIDE THE HOUSE
19	What is happening? (the man is grabbing the woman, attacking her)
20	Did the man really want to use the phone? (no)
21	Can she make the man stop hurting her? (no, he is a stranger)
22	Where is the man now? (on top of the woman)
23	Can the woman get away? (no) Can she get help? (no)
	TALK ABOUT NOT LETTING STRANGERS IN THE HOUSE AND BEING CAREFUL
24	How does she feel now? (hurt, scared)

RECAP ENTIRE STORY

A. Why should you keep the doors locked and chained?

B. How can you help someone without letting them into your house?

SHOW ASSERTIVENESS REPLAY SLIDES 25 - 46

ACTIVITIES

1. Have the students role play saying "no" to the stranger who asks to come inside the house. (Ask the stranger to be persistent and sound desperate)

2. Discuss with the group: What could the woman do to help the stranger without letting him into the house?

3. Have students role play several alternatives:

    a. Saying "no" to the man's request to come in. Offer to call a service station or tow truck. Keep door chained.

    b. Saying "no" to the man's request to come inside. Direct him to a pay phone down the street. Keep the door chained.

NOTE TO THE TEACHER: Students should not allow traveling salesmen into their homes for two reasons: 1. The salesman could be a rapist in disguise, 2. The salesman may swindle the student with a complex sales agreement.

NARR: Peggy was at home alone one day when the doorbell rang. She went to the door and opened the door a few inches with the chain lock still attached.

PEGGY: Yes.......?

JIM: Hi, I'm Jim Dunnaway from Evans Cookware. I'd like to show you our new line of stick-free cookware. May I come in?

NARR: What should Peggy say? (5 second pause) A good answer would be:

JIM: May I come in?

PEGGY: No, I'm not interested.

NARR: The salesman did not seem to hear Peggy at all. He persisted enthusiastically.

JIM: Ma'am, this is a great opportunity for a fine deal on the best stick-free cookware made. Everything is half off store prices and our products are unconditionally guaranteed for one year. How about letting me in for just a minute to show you our merchandise?

NARR: What should Peggy do? (5 second pause) A good answer would be:

JIM: How about letting me in for just a minute to show you our merchandise?

PEGGY: No, I'm really not interested.

JIM: (very quickly) Well then, I'll just give you one of our sample items, so you can at least try it out.

NARR: Peggy wanted a free cooking pan, but she did not want to take the chain lock off the door so the salesman could hand her the pan.

NARR: What should Peggy say? (5 second pause) A good answer would be:

JIM: Well then, I'll just give you one of our free sample items.

PEGGY: No, I'm not interested. Good-bye.

NARR: Peggy shut the door and locked it. She watched through the window as the salesman departed down the stairs.

DISCUSSION: Review with students why it is unsafe to allow traveling salesmen into their homes.

AT 1001 AN ACQUAINTANCE COMES TO MARILYN'S DOOR

NARR: Marilyn had been working as a cashier in a restaurant for several months. She had been approached by two or three strange men who seemed to want to take her out, but she had managed to avoid giving them information about herself, where she lived and so forth.

Marilyn was off work this particular evening and was settling down at home to watch a little television. She was alone at home tonight and was a little nervous. She was just sitting down as someone knocked on the door.

MARILYN: Who is it?

MAN: It's me, Dave, from the restaurant. Remember? I was talking to you last night.

NARR: Marilyn remembered, all right, he seemed to be nice enough, but Marilyn was puzzled as to how he had gotten her address. She cracked the door, making sure that the guard chain was secured.

MAN: You sure are locked up! Are you alone or something?

NARR: What should Marilyn say? (5 second pause) A good answer would be:

MAN: Are you alone or something?

MARILYN: I don't open the door to people I don't know very well.

MAN: Well, you know me, so how about letting me in?

NARR: What should Marilyn say? (5 second pause) A good answer would be:

MAN: How about letting me in?

MARILYN: No, I don't let people I don't know inside.

MAN: Surely you can trust me. Look, I brought you a box of candy. Now would a bad person do that?

NARR: What should Marilyn say? (5 second pause) A good answer would be:

MAN: I brought you some candy. Would a bad person do that?

MARILYN: Thanks for the present, Dave, but I still can't let you in.

MAN: (pushy, aggressively) Come on. Let me in!

NARR: Marilyn was afraid. She did not know Dave and did not think he was safe. What should Marilyn do? (5 second pause)

NOTE TO THE TEACHER: Under all circumstances, Marilyn should now close and bolt the door, then call the police.

NARR: Marilyn quickly closed the door and secured the bolt lock. She ran to the phone and called the police.

UNIT 9

AVOIDING EXPLOITATION BY AUTHORITY FIGURES

INTRODUCTION

Numerous mentally and physically handicapped individuals are exploited by "authority figures." These offenders are usually adults who have some control or authority over the handicapped person's life. Offenders do not represent any particular professional or economic group. For example, there have been cases reported involving volunteers, residential facility staff, work supervisors, bus drivers, school personnel, friends of the victim's family, and neighbors. It is important to realize that no particular group or type of authority figure should be singled out as a potential offender. Handicapped students must understand that regardless of status, authority, or profession, no one has the right to touch them inappropriately.

UNIT GOAL

The student will avoid exploitation by authority figures.

LESSON SUMMARIES

Pretest: The student identifies inappropriate touching by authority figures and tell whether the touching should be reported.

Lesson 1: The student recalls 5 authority figures.

Lesson 2: The student discriminates appropriate and inappropriate touching by authority figures.

Lesson 3: ' The student identifies an authority figure, exploitation, and appropriate assertive response.

Lesson 4: The student reports exploitation regardless of threats.

Lesson 5: The student demonstrates appropriate assertiveness techniques when touched inappropriately by authority figures.

UNIT

OBJECTIVE: The student will 1. discriminate betwee
figures and 2. will tell whether the to

MATERIALS	ACTI
SS 1101, 1102, 1103, 1105, 1106	A. Work with each s Scramble the slides, student and read the
	1. Did offender do
	2. Should victim te did?

CRITERION: 100% accuracy on both questions without

IF CRITERION IS MET: Proceed to Unit 10
IF CRITERION IS NOT MET: Proceed to Lesson 1.

9: PRETEST

n appropriate and inappropriate touching by authority
uching should be reported.

VITIES	ALTERATIONS
tudent individually. then present to the accompanying script.	**HEARING IMPAIRED:** Sign language.

anything wrong? What?

ll someone what offender

prompting for 4 out of 5 situations.

PRETEST UNIT 9: AVOIDING EXPLOITATION BY AUTHORITY FIGURES

STUDENT NAME____________________

TEACHER________________________

Directions: Read the student stories WN 1124 - WN 1128. For each story ask the questions and note the student's response.

	STUDENT RESPONSE	CORRECT RESPONSE
WN 1124	A. ________________________	Yes, touched breast
	B. ________________________	Yes
WN 1125	A. ________________________	Yes, touched crotch (groin)
	B. ________________________	Yes
WN 1126	A. ________________________	No
	B. ________________________	No
WN 1127	A. ________________________	Yes, touched bottom
	B. ________________________	Yes
WN 1128	A. ________________________	No
	B. ________________________	No

SCORING: 1 point for correct response to both A and B for each story. Total of 5 points possible.

TOTAL SCORE_____________

Mastered, Not mastered (circle one)
Mastery: At least 4 points

UNIT 9: AVOIDING EXPLO

STUDENT NAME____________________

TEACHER_________________________

Lesson Data (circle correct responses, X out incorrect)

Pretest A Fill in number correct from pretest______

1 5 authority figures listed

1.______________________________
2.______________________________
3.______________________________
4.______________________________
5.______________________________

2 Is it ok for the person to touch the other person?

CORRECT (+) INCORRECT (-)

1. Yes No
2. Yes No
3. Yes No
4. Yes No
5. Yes No

3

	STORY 1	STORY 2
1. Who is person who's touching someone?		
2. Where did he/she touch?		
3. Is that ok?		
4. What should victim do?		

ITATION BY AUTHORITY FIGURES

DATA SHEET

	Criterion	Mastered (+)	Not Mastered (-)
______	At least 4 points		
	5 authority figures listed		
	4 or more correct responses		
	Correct identification of the authority figure, the exploitation and appropriate assertive response to two inappropriate touching situations with no prompting		

Unit 9: Avoiding Exploitation by Authority Figures cont

Lesson	Data			
4	STORY	SHOULD TOUCHING BE REPORTED		C
	1111	Yes	No	
	1112	Yes	No	
	1113	Yes	No	
	1114	Yes	No	
5	Trial	Did student say "no" assertively		
	1	Yes	No	
	2	Yes	No	
	3	Yes	No	

Posttest Fill in number correct on Posttest____

	Criterion	Mastered (+)	Not mastered (-)
ORRECT RES.			
Yes	4 correct responses		
Yes			
Yes			
Yes			
	Given 3 trials, 2 demonstrations of saying "no" assertively to inappropriate touching by authority figures.		
____	At least 4 points		

UNIT 9: LESSON 1

SKILL: Learning the concept of authority figures.

OBJECTIVE: The student will recall five authority figures.

MATERIALS	ACTIVITIES	ALTERATIONS
*Magazine pictures of authority figures (eg. firemen, teacher, policemen, boss)	A. Discuss concept of authority and authority figures. Example: 1. People whom you respect and trust	**HEARING IMPAIRED:** **Sign language.**
	2. People that have important jobs and hold much responsibility in the community	
	3. People that you may admire	
*Not included	4. People that may be older, popular	
	B. Show pictures of each authority figure and discuss why each one is viewed as an authority figure.	
	C. Without pictures, ask each student to recall 5 authority figures.	

CRITERION: Recall 5 authority figures without prompting.

IF CRITERION IS MET: Proceed to Lesson 2
IF CRITERION IS NOT MET: Review discussion and pictures.

UNIT 9: LESSON 2

SKILL: Recognizing appropriate and inappropriate touching by authority figures.

OBJECTIVE: The student will discriminate between appropriate and inappropriate touching by authority figures.

MATERIALS

Slides of authority figures in appropriate and inappropriate touching situations.

SS 1101 - 1112

ACTIVITIES

A. Show the slides of authority figures touching appropriately.

1. Discuss each figure:
   a. Who is he/she?
   b. What is he/she doing in the slide?
   c. Is that ok?
   d. Why?
   e. Who does student know in the role?

B. Discuss the fact that sometimes people touch others inappropriately and that this is not right to do.

C. Show slides of authority figures touching inappropriately.
   a. Who is he/she (what position)?
   b. What is he/she doing in the slide?
   c. Is that ok (or appropriate)?
   d. Should someone be told about this? (yes)

D. Combine appropriate and inappropriate touching slides. Ask students whether it is appropriate or inappropriate.

ALTERATIONS

BLIND/PARTIALLY SIGHTED:

Discussion of slides.

HEARING IMPAIRED:

Sign language.

CRITERION: Four out of five correct discriminations of inappropriate and appropriate touching by authority figures.

IF CRITERION IS MET: Proceed to Lesson 3.
IF CRITERION IS NOT MET: Repeat Activities A, B, C.

UNIT 9: LESSON 3

SKILL: Recognizing exploitation by an authority figure.

OBJECTIVE: When shown a slide presentation, the student will identify 1. the authority figure, 2. the exploitation, and 3. an appropriate assertive technique.

MATERIALS	ACTIVITIES	ALTERATIONS
SSH 1100: Woman at Work with script, questions, and activities	A. Tell students that they are going to see a situation in which an authority (boss) wants to touch an employee inappropriately. B. Present slide show reading script and complete review questions and activities at the end.	BLIND/PARTIALLY SIGHTED: Teacher narration of slide show. HEARING IMPAIRED:
WN 1101 - 1110	C. Read stories and ask the following questions: 1. Who is the person who's touching someone? 2. Where did he/she touch? 3. Is that ok? 4. What should (victim) do?	Sign language.

CRITERION: Correct identification of the authority figure, the exploitation, and the appropriate assertive response to two inappropriate touching situations with no prompting.

IF CRITERION IS MET: Proceed to Lesson 4.
IF CRITERION IS NOT MET: Repeat Activities A and B.

UNIT 9: LESSON 4

SKILL: Handling threats and secrecy.

OBJECTIVE: The student will report exploitation, regardless of the offender's threats or desire for secrecy.

MATERIALS	ACTIVITIES	ALTERATIONS
WN 1111 - 1114	A. Discuss with students that a sexual offender will sometimes threaten the victim. Define threat, giving examples such as , "I'll kill you if you tell anyone," or "I'll get you" etc. Be sure the students understand the concept. Tell students that even though they have been threatened, they should tell someone about the situation and ALSO tell that they have been threatened. Have students practice telling the teacher.	HEARING IMPAIRED: Sign language.
	B. Discuss with students that some offenders will tell the victim to "keep it a secret," not to tell anyone, or that "this will be between us." Again students should report the incident anyway, and should say that the exploiter said to keep it a secret. Have the students practice telling the teacher.	
	C. Read the stories. Ask students whether or not the touching should be reported. It might be helpful to use the dolls from Unit 3, Private Body Parts, to demonstrate the touching in the stories.	

CRITERION: Students successfully indicates whether touching should be reported on each story.

IF CRITERION IS MET: Proceed to Lesson 5.
IF CRITERION IS NOT MET: Review discussion and role play.

UNIT 9: LESSON 5

SKILL; Avoiding sexual exploitation by authority figures.

OBJECTIVE: The student will demonstrate the appropriate action a person should take in the event that an authority figure inappropriately touches them.

MATERIALS	ACTIVITIES	ALTERATIONS
WN 1115 - 1123	A. Discuss appropriate assertive responses (saying "NO") to someone who touches inappropriately. B. Select student to role play. Read a story and ask student to act out an appropriate assertive response.	HEARING IMPAIRED: Sign language.

CRITERION: Given 3 trials, 2 demonstrations of saying "no" assertively to inappropriate touching by authority figures.

IF CRITERION IS MET: Proceed to Posttest.
IF CRITERION IS NOT MET: Review assertively saying "no" and alternative behaviors.

UNIT 9: POS

OBJECTIVE: The student will 1. discriminate between
figures and 2. will tell whether the touc

MATERIALS	ACTIVI
SS 1101, 1102, 1103, 1105, 1106	A. Work with each student the slides, then present t the accompanying script. 1. Did offender do anythi 2. Should victim tell som

CRITERION: 100% accuracy on both questions without pr

IF CRITERION IS MET: Proceed to Unit 10.
IF CRITERION IS NOT MET: Reteach entire unit.

TTEST

appropriate and inappropriate touching by authority
hing should be reported.

TIES	ALTERATIONS
individually. Scramble o the student and read Ask:	HEARING IMPAIRED Sign language.

ng wrong? What?

eone what offender did?

ompting for 4 out of 5 situations.

POSTTEST UNIT 9: AVOIDING EXPLOITATION BY AUTHORITY FIGURES

STUDENT NAME ______________________

TEACHER ______________________

Directions: Read the student stories WN 1124 - WN 1128. For each story ask the questions and note the student's response.

		STUDENT RESPONSE	CORRECT RESPONSE
WN 1124	A.		Yes, touched breast
	B.		Yes
WN 1125	A.		Yes, touched crotch (groin)
	B.		Yes
WN 1126	A.		No
	B.		No
WN 1127	A.		Yes, touched bottom
	B.		Yes
WN 1128	A.		No
	B.		No

SCORING: 1 point for correct response to both A and B for each story. Total of 5 points possible.

TOTAL SCORE ____________

Mastered, Not mastered (circle one)
Mastery: At least 4 points

WN 1101

While Renee was sitting at the bus stop, a police officer came by and sat down beside her. "You look lost. Maybe I can help" and he started rubbing the inside of her leg.

1. Who is the authority figure?
2. Where did he touch her?
3. Is that ok?
4. What should Renne do?

WN 1102

Frank was home alone with his stepfather. His stepfather sat down beside Frank while he was watching TV. His stepfather put his hand on Frank's groin.

1. Who is the authority figure?
2. Where did he touch Frank?
3. Is that ok?
4. What should Frank do?

WN 1103

Jan and her father were at a movie. He put his hand on her breast.

1. Who is the authority figure?
2. Where did he touch Jan?
3. Is that ok?
4. What should Jan do?

WN 1104

Scott was mowing the lawn for Mrs. Murphy. She came out to see how he was doing. She was showing him an easier way to grip the handle when she moved her hand down to his groin.

1. Who is the authority figure?
2. Where did she touch Scott?
3. Was it ok for Mrs. Murphy to touch Scott there?
4. What should Scott do?

WN 1105

Andrew was working in the storeroom. His boss walked in and went over to where Andrew was working. His boss put his hand on Andrew's buttocks.

1. Who is the authority figure?
2. Where did he touch Andrew?
3. Was it ok for the boss to touch Andrew there?
4. What should Andrew do?

WN 1106

Jan was sitting at her desk typing. Her teacher walked over and stroked her leg.

1. Who is the authority figure?
2. Where did she touch her?
3. Was it ok for the teacher to do that?
4. What should Jan do?

WN 1107

Jim stayed late at work. His boss came up and asked Jim how he was doing. The boss began to rub Jim's leg.

1. Who is the authority figure?
2. Where did he touch Jim?
3. Was it ok to touch Jim there?
4. What should Jim do?

WN 1108

Marty was in the locker room after a game. His coach came up and said, "Good game." The coach put his hand on Marty's groin.

1. Who is the authority figure?
2. Where did the coach touch Marty?
3. Was this ok?
4. What should Marty do?

WN 1109

Lisa's new job was hard work. She was exhausted by the end of the day, but had a meeting to attend. Her boss was speaking to the people at the meeting. Lisa could barely keep her eyes open. Finally she nodded off to sleep. Then her boss tapped her lightly on the knee and said, "Lisa, wake up. If you can't stay awake go on home."

1. Who is the authority figure?
2. Where did he touch her?
3. Was this ok?
4. What should Lisa do?

WN 1110

The teacher walked over to Alice and put her arms around her. "You sure are doing a super job on that money management program. I'm proud of you," said the teacher.

1. Who is the authority figure?
2. Where did she touch Alice?
3. Was it ok for the teacher to do that?
4. What should Alice do?

WN 1111

You are having trouble with your math. You ask Mr. Baker, your teacher, for help. He works with you for a while during class. Then he pats you on the shoulder and says, "Try doing some more problems, and I'll help you some more after school."

You stay late after school. Mr. Baker asks you to bring your book to his desk. While you are standing beside him, he puts his hand up your skirt and touches your thigh. He says, "If you tell anyone that I touched you this way, I will flunk you." (In the case of a boy student, say "down your pants")

WN 1112

You're going fishing with your mother's boyfriend, Joe. You are going to camp out overnight. That afternoon you catch a big salmon. Joe slaps you on the back and says, "Good going."

That night you sleep in a tent. After you say, "Good night," Joe goes over to where you are lying. He puts his hand on your groin. You move but Joe stays there. Joe says, "Don't tell anyone about this."

WN 1113

You are going to the movie with your stepfather. The lights are already out when you are looking for seats. You almost trip. Your stepfather holds your arm and directs you toward two seats.

During the movie, your stepfather puts his hand on your breast. He says, "If you tell anyone about this, I'll give you a beating."

WN 1114

You are a busboy at a restaurant. One of the young waitresses gives you a $3.00 tip and squeezes your arm. She says "This is for being so helpful."

Later you are getting catsup in the storeroom. The same waitress comes in. She puts her hand on your buttocks and says, "Now, I don't want you to be telling anyone that I touched you."

WN 1115

You are walking to work. Your boss pulls his car beside you and offers you a ride. You get in the car. Your boss puts his hand on your leg. He says, "We can be a little late for work."

WN 1116

Everyone else had gone to lunch. You forgot your lunch bag at home. Instead of going out for lunch, you stay to finish some work. Your boss comes in and says, "You work too hard" and then puts his hand on your thigh and starts rubbing your thigh.

WN 1117

You did some yard work for Mrs. Benson. She invites you in for lunch. She sits beside you and says, "I like a boy with a healthy appetite." Then she puts her hand on your thigh.

WN 1118

One night you were frightened. You heard someone trying to get into your apartment. You called the police. A policeman comes to your apartment. You let him inside. He says everything looks safe. Then he pats you on the bottom and says, "You would sleep better if you had a boyfriend."

WN 1119

You are taking a night class. You want to become a cook. One night you stay late. You need some extra help from the teacher. The teacher touches your groin and says, "Ill stay late and help you any time."

WN 1120

You are finishing up a project in the workshop. Your boss comes in and looks over your work. "Good job!" says the boss. Then he puts his hand on your bottom and smiles.

WN 1121

You are taking a sewing class. You stay late to get some extra help. Your teacher says, "Your seams are getting much straighter." Then she smiles at you and touches your breast.

WN 1122

You babysat for Mr. Jones. Every night Mr. Jones gives you a ride home. Tonight as Mr. Jones helps you out of the car, he touches your breast. Then he says, "I don't think we should always rush you home so fast."

WN 1123

Your landlord stops by one night. He wants to look at the wiring. As you were stooping over to look at the cables, the landlord puts his hand on your bottom. He says, "Maybe next time I can stay longer."

WN 1124

Nancy's uncle came over for a visit. He hugged Nancy and said, "It's really good to see you." Then he put his hand on Nancy's breast.

A. Did Nancy's uncle do anything wrong? What?
B. Should Nancy tell someone what her uncle did?

WN 1125

Greg was at work. His boss came over to him and said, "I like having you work here, Greg." Then the boss touched Greg's crotch (groin).

A. Did Greg's boss do anything wrong? What?
B. Should Greg tell someone what his boss did?

WN 1126

Cheryl was playing outside. She fell down and cut her leg. Cheryl ran in the house crying. Her father hugged her and said, "What's the matter, honey?"

A. Did Cheryl's father do anything wrong? What?
B. Should Cheryl tell someone what her father did?

WN 1127

Mary was talking in class and her teacher told her that she had to stay in for recess. The teacher told her to come up to his desk and rubbed her bottom as he talked to her.

A. Did the teacher do anything wrong? What?
B. Should Mary tell someone what the teacher did?

WN 1128

Gary got lost at the shopping center. A policeman came up and said "Are you lost?" Gary said, "Yes." The policeman took Gary's hand and helped him find his mother.

A. Did the policeman do anything wrong? What?
B. Should Gary tell someone what the policeman did?

AUTHORITY FIGURES SLIDE SERIES SCRIPT SS 1101 - 1112

SLIDE #

1101 This man is a teacher. The girl is his student. The girl is reading the board and the teacher is standing behind her. The teacher has his hands around the girl and has both hands on her breasts. Did the teacher do anything wrong? (yes) What did he do wrong? (touched the girl's breasts, private parts) Should the girl tell someone what the teacher did? (yes)

1102 This man is the boss in the office. He is sitting next to a girl who is a worker in the office. His hand is on the inside of the girl's thigh close to her crotch. Did the boss do anything wrong? (yes) What did he do wrong? (touched her inappropriately, inside of the leg near the crotch) Should the girl tell someone what her boss did? (yes)

1103 This man is the boss in the office. He is shaking the girl's hand. She is a worker in the office. Did the boss do anything wrong? (no) Should the girl tell someone what her boss did? (no)

1104 The girl is lying on her bed. Her father comes in and sits down on the bed. Father takes the girl's hand and puts it on his crotch by holding her arm in place. Did the father do anything wrong? (yes) What did he do wrong? (put the girl's hand on his crotch) Should the girl tell someone what her father did? (yes)

1105 This man is the girl's stepfather. He puts his hand on her breast. Did he do anything wrong? (yes) Should the girl tell someone what her stepfather did? (yes)

1106 This man is a teacher. The girl is his student. They are in a class. He has his hand on her shoulder. She has done a good job. Did the teacher do anything wrong? (no) Should the girl tell someone what the teacher did? (no)

1107 Uncle John and his niece are sitting on her bed. Uncle John is kissing the niece goodnight. Did the Uncle do anything wrong? (no) Should the niece tell someone what the Uncle did? (no)

1108 This father is hugging his daughter goodnight in her bedroom. Did the father do anything wrong? (no) Should the girl tell someone what her father did? (no)

1109 This boy is the girl's older brother. He is hugging her. Did the older brother do anything wrong? (no) Should the girl tell someone what her brother did? (no)

1110 This girl is in her pajamas and is laying on the bed. Her mother's boyfriend sits on her bed and puts his hand on her private body parts. Did he do anything wrong? (yes) What did he do wrong? (touches her crotch, private part) Should the girl tell someone what the man did? (yes)

1111 Margie is starting a new job. She is greeting her co-worker who is going to teach her the job.

1112 The co-worker is showing her how to use the paper cutter. He touches her shoulder as he guides her arm to cut the paper. Did he do anything wrong? (no) Should she tell someone? (no)

WOMAN AT WORK SSH 1100

Storyline: An adolescent girl waves good bye to her parents as she goes off to work. She is greeted by her boss. She works in an office addressing envelopes and does some typing. Her boss comes in and puts his hand on her telling her she does good work. At the end of the day, the boss passes out paychecks as the employees leave. The girl is the last one in the office. The boss comes into her office and closes the door. He touches her breast and buttocks. She goes home and doesn't tell her parents.

Through the assertive replay the girl says "no" to the boss. She tells her parents about the sexual abuse and the parents confront the boss. The girl starts work at a different workshop. There the boss is a nice man and interacts appropriately.

MAJOR ISSUES

1. Authority figures have control over the job; however it is OK to be assertive with a boss.
2. Authority figures do not have the right to touch inappropriately.
3. If inappropriate touching occurs, it is necessary to report it to a responsible adult.
4. When exploited by a boss, it is best to find another job. (Statistics demonstrate that the boss will likely repeat his behavior.)

SLIDE #	SLIDE SCRIPT
1	Here is a girl and her parents. What are they doing? (waving good bye to each other)
2	What is the girl doing now? (about to enter a building) This is where the girl works. She is going to work.
3	What is the girl doing now? (taking off her coat) Who is with her? (her boss) What are they doing? (smiling and saying hello) This man is her boss. They are saying hello to each other.
4	What do you see here? (girl sitting at her desk, addressing envelopes) What sort of work do you think she does? (typing, answering phones, etc.)
5	The boss is at the girl's desk. (putting his hand on her shoulder· Telling her she's doing a good job) How does the girl look? (happy) She is happy. She likes her job and her boss. Is it OK for the boss to put his hand on her shoulder? (yes)

SLIDE #	SLIDE SCRIPT
6	What do you see here? (girl working at her desk. Other workers visible)
7	Now the girl is in the boss's office. What is she doing here? (giving him envelopes she addressed) Is this ok? (yes)
8	Now where is the girl? (in her office) What is she doing? (working at her desk) Who else do you see? (her boss) What is he doing? (watching her work)
9	What is the girl doing now? (looking at her watch. It is 5 pm and time to go home)
10	What is happening here? (the boss is passing out the pay checks)
11	What is the girl doing? (she is straightening things on her desk as she prepares to leave. The boss has paid her too)
12	The boss has come into her office. Everyone else has gone home. What is he doing? (closing the door) How does the girl look? (concerned)
13	Now what is the boss doing? (he is approaching the girl's desk)
14	What do you see here? (boss taking her arm) How does the girl look? (scared) Is it ok for the boss to come into her office, close the door and take her arm? (no)
15	What is the girl doing now? (she pulled away from him)
16	What is the boss doing? (still holding her arm and starts to unbutton the girl's blouse) Is it ok for the boss to unbutton the girl's blouse? (no) Why not? (just because the boss is an authority figure, it does not give him the right to touch inappropriately)
17	What do you see now? (boss putting his hand inside her blouse) How do you think the girl feels? (she's troubled and confused. She doesn't want the boss to touch her but she doesn't know if she's supposed to let him)
18	What is the boss doing now? (touching her breast and buttocks) Is this ok? (no)
19	What is the girl doing now? (buttoning her blouse) How does she look? (sad)

SLIDE #	SLIDE SCRIPT
20	As the boss watches, she puts on her coat and leaves work. How do you think she feels about her boss now? (unhappy, scared)
21	The girl is walking home. She feels sad and confused about what happened.
22	Where is the girl now? (at home) Who else do you see? (parents) Do you think she'll tell them what happened?
23	The girl went straight to her bedroom. How does she look? (she is sad and confused)

RECAP ENTIRE STORY

REVIEW QUESTIONS

A. Who was the authority figure? Was what he did ok? What did he do to the girl?

B. What could the girl have done to avoid the situation?

SHOW SLIDES 24 - 45. Recap slides 1 - 21: The girl tries to push the boss away but he continues to touch her breast and bottom.

46	She goes into the room to tell her parents what happened.
47	What do you see here? (the girl telling her parents what happened) How do her parents look? (upset, angry)
48	Here are the girl and her parents. What do you think they are going to do? (it is the next day. They are at the girl's job site)
49	Where are they now? (in the boss's office) What do you think the parents are saying to the boss? (they are confronting the boss about what happened. They are angry and do not want the boss to touch their daughter again.) What is the boss doing? (he has his hands up. He denies that it happened)
50	The girl and her parents leave the work setting. They are entering a new place of work for the girl.
51	What is the girl doing now? (she is meeting her new boss) How do they all look? (happy)

SLIDE #	SLIDE SCRIPT
52	What is happening here? (the girl and boss in her office) Is it ok for them to be in her office alone? (yes) How do you think the girl feels? (happy) What do you think the boss is doing here? (talking to the girl) Is this appropriate? (yes)
53	How does the girl look? (happy) Should she keep this job? (yes)

RECAP WHAT GIRL DID

ACTIVITIES

1. Review with students that authority figures do not have the right to touch the student and that the student should be assertive and say "no".
2. Discuss with students that when such situations occur that the student should report the indicent immediately.
3. Have students pretend that they are the character in the story and demonstrate how they would say "no" assertively.
4. Teacher can make up other situations similar to the one that occurred in the slide show. Have students role play and show how they would handle the situation.

UNIT 10

AVOIDING EXPLOITATION AS AN EXCHANGE FOR FAVORS, GIFTS, OR KINDNESS

INTRODUCTION

In order to fully protect their personal rights, students must understand that they never owe anyone sexual contact in exchange for favors, gifts or other kind treatment. The lessons contained in Unit 10 provide different types of situations in which peers of the individual provide favors or kind treatment, then expect or demand sexual contact. Lesson 4 addresses the complicated issue of incest. Not only does Uncle Harry provide kindness to his niece, such as taking her to lunch, but he is an authority figure and a relative. Each of these issues can greatly confuse a handicapped individual (see General Introduction for further explanation). Up until this point, these have been considered separately. Lesson 4 provides an opportunity to review all of these issues as they occur within one exploitive incident.

UNIT GOAL

The student will not allow exploitation in return for a favor, gift or kindness.

LESSON SUMMARIES

Pretest:	The student identifies exploitation for a favor.
Lesson 1:	The student identifies a favor.
Lesson 2:	The student recognizes exploitation in return for a favor.
Lesson 3:	The student selects the appropriate response to inappropriate touching.
Lesson 4:	The student identifies an offender, the favor, and the appropriate assertive response.
Lesson 5:	The student discriminates whether or not a situation should be reported.
Lesson 6:	The student reports exploitation in spite of threats or demands for secrecy.
Posttest:	Repeat procedure of Pretest.

UNIT 10:

OBJECTIVE: The student will identify taking advanta

MATERIALS	ACTIVI
WN 1201 - 1203	A. State that sometimes others. Define favor as
Data sheet to record responses.	B. Read the three situa each have the students a on the pretest.

CRITERION: Correct response to 11 of 14 questions w

IF CRITERION IS MET: Proceed to Unit 11.
IF CRITERION IS NOT MET: Proceed to Lesson 1.

PRETEST

ge for a favor.

TIES

people do favors for
a kindness or gift.

tions. After reading
nswer the questions

ithout prompting.

ALTERATIONS

HEARING IMPAIRED:

Sign language.

LANGUAGE DELAYED:

Student is given worksheet with description and questions.

PRETEST UNIT 10:
AVOIDING EXPLOITATION AS AN EXCHANGE FOR FAVORS, GIFTS, OR KINDNESS

STUDENT NAME________________________

TEACHER_____________________________

Directions: Read each situation (WN 1201-1203) to the student. Ask the corresponding questions. Record student response.

			STUDENT RESPONSE	CORRECT RESPONSE
WN 1201	1.	Did Tom do Angela a favor?	____________	Yes
	2.	(if yes) What is the favor?	____________	movie, food
	3.	Was it ok for Tom to touch Angela's breast?	____________	No
	4.	What should Angela do if she did not want Tom to touch her?	____________	move hand, say no
WN 1202	1.	Did Jerry do Phil a favor?	____________	Yes
	2.	(if yes) What is the favor?	____________	helping to clean the kitchen
	3.	Was it ok for Jerry to pat Phil on the back?	____________	Yes
	4.	What should Phil have done when Jerry touched his back?	____________	nothing
	5.	Should Phil tell someone that Jerry had touched him?	____________	No
WN 1203	1.	Did the neighbor do Chris a favor?	____________	Yes
	2.	(if yes) What is the favor?	____________	helping clean
	3.	Was it ok for the neighbor to touch Chris' crotch (groin)?	____________	No
	4.	What should Chris have done when the neighbor touched him?	____________	say, "don't touch me there."
	5.	Should Chris tell someone about the neighbor touching his crotch (groin)?	____________	Yes

SCORING: 1 point for each correct response.

TOTAL SCORE________________

Mastered, Not mastered (circle one)
Mastery: At least 11 points.

UNIT 10: AVOIDING EXPLOITATION AS AN EXCHA

STUDENT NAME____________________

TEACHER_________________________

Lesson　　Data (circle correct responses, X out incorrect)

Pretest　　Fill in score from pretest_________

1

SLIDE SERIES	STUDENT RES.	CORRECT RES.
1	A.__________	gave book
	B.__________	father
	C.__________	girl
2	A.__________	helping
	B.__________	brother
	C.__________	boy
3	A.__________	helping
	B.__________	teacher
	C.__________	girls
4	A.__________	helping
	B.__________	boy
	C.__________	girl
5	A.__________	helping
	B.__________	friend
	C.__________	boy

307 2

STORY	STUDENT RES.	CORR(+) INCORR (
1	A. the favor ________	
	B. the person taking advantage __________	

NGE FOR FAVORS, GIFTS, OR KINDNESS

Criterion	Mastered (+)	Not mastered (-)
At least 11 points		
Correct response to 3 questions for each of 2 situations without prompting		

-)

Identification of favor and person taking advantage in 2 of 3 situations

Lesson	Data		Corr.(+)	Incorr.(-)
	STORY			
2	2. A________			
	B________			
	3. A________			
	B________			

	STORY	STUDENT RESPONSE	CORR. RES.
3	1213	________	B
	1214	________	C
	1215	________	B
	1216	________	A
	1217	________	B

	SITUATION	STUDENT RES.	CORR. RES.
4	SS 1221-1226	A. favor________	help with home work
		B. Who is taking advantage_____	brother
		C. What could person do_____	say "no", tell someone
	Uncle Harry		
		A________	taking her out to eat
		B________	Uncle Harry
		C________	say "no", tell someone

Criterion	Mastered (+)	Not mastered (-)
Identification of favor and person taking advantage in 2 out of 3 situations		
Correct selection in 2 of 3 situations without assistance		
Correct responses to A, B, and C in both situations		

Lesson	Data		Correct
5	SITUATION	STUDENT RESPONSE	
	WN 1218	A. Is this someone taking advantage? ________	Ye
		B. Should it be reported? ________	Ye
	1219	A________	Ye
		B________	Ye
	1220	A________	Ye
		B________	Ye
	1221	A________	Ye
		B________	Ye
	1222	A________	Ye
		B________	Ye

NOTE: Student need only respond to 3 situations.

6	SITUATION	STUDENT RESPONSE		CORR.	IN
	Should person tell someone about touching?				
	1.	Yes	No		
	2.	Yes	No		
	3.	Yes	No		
	4.	Yes	No		

Posttest: Fill in score from Posttest________

Response	Criterion	Mastered (+)	Not mastered (-)
s	Correct response to 2 of 3 situations without prompting		
s			
s			
s			
s			
s			
s			
s			
s			
s			
CORR.			
	3 out of 4 correct responses without prompting		
	At least 11 points		

UNIT 10: LESSON 1

SKILL: Recognizing favors.

OBJECTIVE: The student will identify 1. a favor, 2. the person giving the favor, and 3. the person receiving the favor.

MATERIALS	ACTIVITIES	ALTERATIONS
SS 1201 - 1220	A. Discuss favors with students. Include:	**BLIND/PARTIALLY SIGHTED:**
	1. Definition of favors - a kindness done for you - you do not owe the person doing you the favor anything.	Teacher narrates slide show.
	2. What favors have been done for him/her.	**HEARING IMPAIRED:**
	3. It's a good thing to give/receive favors from friends.	Sign language
	B. Show the student four short slide presentations and review the questions at the end of each script.	

CRITERION: Correct response to 3 review questions for each of the 2 situations without prompting.

IF CRITERION IS MET: Proceed to Lesson 2.
IF CRITERION IS NOT MET: Repeat lesson.

UNIT 10: LESSON 2

SKILL: Recognizing exploitation in return for a favor.

OBJECTIVE: The student will identify 1. the favor and 2. the exploiter.

MATERIALS	ACTIVITIES	ALTERATIONS
SSH 1200: Dating Couple with script, questions, and activities.	A. Lead a discussion about favors. Explain that sometimes people expect favors in return, particularly inappropriate touching. Emphasize that you do not owe anyone anything when a favor is given.	BLIND/PARTIALLY SIGHTED: Teacher narrates slide show.
WN 1204 - 1212	B. Tell students they are going to see a situation in which a person did another a favor and expected something in return. Show the "Dating Couple" slide show and complete review questions and activities at end of script.	HEARING IMPAIRED: Sign language.
	C. Read stories and ask students to identify: 1. the favor 2. the person taking advantage	

CRITERION: Identification of favor and exploiter in 2 out of 3 situations.

IF CRITERION IS MET: Proceed to Lesson 3.
IF CRITERION IS NOT MET: Reteach Lesson 1 and this lesson.

UNIT 10: LESSON 3

SKILL: Responding to inappropriate touching requested in return for a favor, gift, or kindness.

OBJECTIVE: Given 3 choices, the student will select the appropriate response to inappropriate touching.

MATERIALS	ACTIVITIES	ALTERATIONS
WN 1213 - 1217	A. Review the concept of private body parts. (Refer to Unit 3) Emphasize that no one has the right to touch anothers private body parts if that person doesn't want them to unless the touching is for hygienic reasons. Explain that sometimes people may expect touching or sex in return for a favor, and that this is wrong. Emphasize that the student does not owe anything in return for a favor. B. Remind the student that in Unit 4 they learned how to say "no". Explain to the students that they have the right to say "no" to anyone who is touching their private parts, even if the person has just done them a favor. (Review Unit 4, Lesson 4) Remind them that they do not have to touch the other person's private body parts either. C. Read the stories aloud. After each story, ask what the main character should do. Give the three choices. Ask students to choose the correct answer. Discuss the choice with the class. D. Have the students pretend they are the main character and practice saying "no" to the inappropriate touching.	HEARING IMPAIRED: Sign language.

CRITERION: Correct selection of 2 out of 3 situations without prompting.

IF CRITERION IS MET: Proceed to Lesson 4.
IF CRITERION IS NOT MET: Repeat Unit 4 and this lesson.

UNIT 10: LESSON 4

SKILL: Recognizing incest in return for favors.

OBJECTIVE: The student will identify 1. the offender, 2. the favor, and 3. an appropriate assertive technique.

MATERIALS

SS 1221 - 1226

SSH 1201: Uncle Harry with script, questions, and activities

ACTIVITIES

A. Review inappropriate touching and the fact that some people will expect favors in return. Introduce the fact that sometimes these people can be family members.

B. Tell students they are going to see a short slide story about a brother doing a favor for his sister and expecting inappropriate touching in return. Show 6 slides. Read script and complete review questions.

C. Present "Uncle Harry" emphasizing who the offender is, what the favor is and modeling an assertive technique to get out of the situation.

ALTERATIONS

BLIND/PARTIALLY SIGHTED:

Narration of slide show

HEARING IMPAIRED:

Sign language

CRITERION: Correct identification of offender, favor, and assertive response to 2 situations.

IF CRITERION IS MET: Proceed to Lesson 5.
IF CRITERION IS NOT NET: Reteach lesson.

UNIT 10: LESSON 5

SKILL: Realizing that sexual exploitation should be reported.

OBJECTIVE: The student will state whether or not a situation should be reported.

MATERIALS	ACTIVITIES	ALTERATIONS
WN 1218 - 1221	A. Lead discussion reviewing concept of inappropriate touching. Tell students that all inappropriate touching is wrong, even when done for favors. Teacher explains that these situations should be reported. B. Explain that this kind of incident should be reported to one responsible adult: 1. parent 2. teacher 3. work supervisor 4. group home counselor 5. school counselor C. Read five descriptions of situations and direct the student to answer the following questions: 1. Is this a situation of someone taking advantage? 2. Should this situation be reported?	**HEARING IMPAIRED:** Sign language

CRITERION: Correct response to 2 out of 3 situations without prompting.

IF CRITERION IS MET: Proceed to Lesson 6.
IF CRITERION IS NOT MET: Reteach lesson.

UNIT 10: LESSON 6

SKILL: Handling threats and secrecy.

OBJECTIVE: The student will report exploitation regardless of the offender's threats or demands for secrecy.

MATERIALS	ACTIVITIES	ALTERATIONS
WN 1206 - 1217	A. Ask the student if they should report someone who touches their private body parts. Ask if the person should still be reported if he/she threatens them or tells them to keep it a secret. Emphasize the importance of reporting the touching, as well as telling the resource person about the threat. B. Read the stories. Ask the student if the victim should report the touching.	HEARING IMPAIRED: Sign language.

CRITERION: 3 out of 4 correct responses without prompting.

IF CRITERION IS MET: Proceed to Posttest.
IF CRITERION IS NOT MET: Review Activity A.

UNIT 10: P

OBJECTIVE: The student will identify 1. sexual expl
for the situation, and 3. whether the ev

MATERIALS	ACTIVI
WN 1201 - 1203	A. Read the three sit each one have the stud on the posttest.
Data sheet to record responses.	

CRITERION: Correct responses to 11 of 14 questions.

IF CRITERION IS MET: Proceed to Unit 11.
IF CRITERION IS NOT MET: Review Unit 10.

OSTTEST

oitation for a favor, 2. appropriate assertive response
ent should be reported.

TIES

ALTERATIONS

uations. After reading
dents answer the questions

HEARING IMPAIRED:

Sign language.

BEST COPY AVAILABLE

POSTTEST UNIT 10:
AVOIDING EXPLOITATION AS AN EXCHANGE FOR FAVORS, GIFTS, OR KINDNESS

STUDENT NAME____________________

TEACHER____________________

Directions: Read each situation (WN 1201-1203) to the student. Ask the corresponding questions. Record student response.

			STUDENT RESPONSE	CORRECT RESPONSE
WN 1201	1.	Did Tom do Angela a favor?		Yes
	2.	(if yes) What is the favor?		movie, food
	3.	Was it ok for Tom to touch Angela's breast?		No
	4.	What should Angela do if she did not want Tom to touch her?		move hand, say n
WN 1202	1.	Did Jerry do Phil a favor?		Yes
	2.	(if yes) What is the favor?		helping to clean the kitchen
	3.	Was it ok for Jerry to pat Phil on the back?		Yes
	4.	What should Phil have done when Jerry touched his back?		nothing
	5.	Should Phil tell someone that Jerry had touched him?		No
WN 1203	1.	Did the neighbor do Chris a favor?		Yes
	2.	(if yes) What is the favor?		helping clean
	3.	Was it ok for the neighbor to touch Chris' crotch (groin)?		No
	4.	What should Chris have done when the neighbor touched him?		say, "don't touc me there."
	5.	Should Chris tell someone about the neighbor touching his crotch (groin)?		Yes

SCORING: 1 point for each correct response.

TOTAL SCORE________________

Mastered, Not mastered (circle one)
Mastery: At least 11 points.

WN 1201

Tom took Angela to the movies. He bought her popcorn and coke. He put his arm around Angela and put his hand on her breast. She didn't want him to do that.

WN 1202

Phil lived in a group home. He had to clean the kitchen. His friend Jerry helped him. Then Jerry patted Phil on the back.

WN 1203

Chris had to clean the garage. A neighbor came to help him. The neighbor said, "I just want to be your good friend." Then he put his hand on Chris' crotch (groin).

WN 1204

Helen, tired from having worked all day, was waiting in the rain for her bus. It would be twenty minutes until the next bus arrived. There was a cafe on the corner where she could have a cup of coffee while she waited for the bus, but she didn't have enough money. She was looking in the bottom of her purse, hoping to find another quarter when a man standing beside her asked, "Do you need some money, lady?"

Surprised, Helen said, "I was hoping to find enough money for a cup of coffee."

"Here," he said, "take this." He handed her a dollar.

"You are very kind," said Helen taking the dollar. She started to walk away.

The man blocked her way and said, "I want to touch your breast. Doesn't my dollar get me anything?"

WN 1205

Lisa was shopping with her Uncle Charlie. They were in a record store. Lisa was looking at an album she had been wanting. Uncle Charlie said,"Let me buy that for you." Pleased, Lisa accepted his offer. On the way home, Uncle Charlie put his hand on Lisa's breast.

WN 1206

Ann needed some money. She had found a dress just like she wanted. It fit perfectly, but it cost forty dollars. She told Uncle Mac about the dress. He was having dinner with her family. When she was in her bedroom that night, Uncle Mac walked in. He handed her forty dollars. Then he put his hand on her breast. He said, "Forty dollars ought to get me at least a chance to hold your breast."

WN 1207

Diana met her boyfriend at the park. They had both brought some food so they could have a picnic. "Look" said Diane's boyfriend, "I brought something special," and he pointed to a bottle of wine. After eating, they walked through the park. Diane's boyfriend held her hand.

WN 1208

Janie was getting some extra school help from her tutor. He was helping her in reading. Just as they finished the lesson, the tutor leaned over and patted Janie on the back. "You did real good today," he said.

WN 1209

Dan forgot his lunch. He only had enough money for the bus and by lunch time he was very hungry. He was sitting in the cafeteria without even a carton of milk. Dave, a boy from Dan's reading class asked, "Why aren't you eating?" Dan told Dave his problem. Dave said, "I've got money. I'll buy you lunch." After lunch, Dave asked Dan to walk outside with him. When they were alone, Dave put his hand on Dan's groin. Dan started to move away. Dave said, "This is what I get for buying you lunch."

WN 1210

Martin was the bat boy on the baseball team. One day, Bob, one of the baseball players, helped Martin clean up. When they were finished, Bob shoved his hand down Martin's pants and began to rub his bottom. Bob said, "Stand still and don't say anything or I'll punch your face in."

WN 1211

Trisha missed her bus. She knew she was in trouble now because she had promised to have dinner ready when her mother got home. She was standing at the bus stop feeling helpless, when a car drove up. The driver was her neighbor, Mr. Wells. He offered her a ride. When she got in the car, she told him how happy she was to get a ride. He put his hand on her groin and said, "I'll give you a ride and you can let me touch you."

WN 1212

Betty was doing the family wash at the laundromat. She had a big load to carry home. A man who had been watching her walked over and said, "Let me carry the basket. You can carry the soap." On the way home he wanted to rest at the park. When they sat down, he put a hand on Betty's breast and leaned very close to her. She tried to back away, but he held her and said, "Did you think I carried that big basket this far for nothing?" Then he said, "If you tell anyone about this, I'll beat you up."

WN 1213

Tom was mad. It was a beautiful day and there was a game at the park. He had to mow the lawn. Mr. Hanley walked by and said, "Hi, Tom. How are you doing?" Tom said, "I'm mad. I'm going to miss a baseball game today because Dad says I have to mow the lawn." Mr. Hanley said, "I'll mow the lawn for you." He walked up to Tom and said, "We'll keep a secret. I'll mow the lawn, and not tell anyone. You'll let me hold your crotch and you won't tell anyone."

WN 1214

Francie went with a group from her school for a pizza after a ballgame. Curt, a boy she had just met, sat beside her. He bought her a coke. There were so many people crammed into the booth that Curt's leg touched Francie.

What should Francie do?

A. Shout at Curt to move?
B. Tell him, "No don't get so close".
C. Do nothing.

WN 1215

Peggy was babysitting her little brother. He had been playing in his room when she heard him begin to scream. She went to see what was wrong. He had been playing with a knife and cut his hand. He was bleeding badly. Peggy ran next door. Mr. Phillips was home alone. He told Peggy not to worry. He helped her put her brother in his car. Then he drove them to the hospital. He waited with her until her brother got some stitches and was ready to come home. On the way home Peggy sat beside Mr. Phillips. He began to rub his hand along the inside of her thigh. He said, "I was happy to help you out. I only ask that you let me touch you and don't tell anyone."

What should Peggy do?

A. Keep Mr. Phillip's secret and not tell.
B. Say "no" and report what had happened.
C. Pretend that she enjoyed it.

WN 1216

Jan had just come out of the grocery store. She was struggling to carry two big bags of groceries. Unfortunately, they were much too big and too heavy for her. One bag fell on the ground. Jan had a mess of spilled milk, broken eggs, and loose oranges at her feet. Just then a stranger began to help her with the mess. He helped her collect the food that was still ok. Then he helped her carry the groceries home. After they set down the groceries in the kitchen, Jan thanked him. He put his hand on her breast and said, "You don't need to thank me. But you can return the favor. Just let me touch you where I want.

What should Jan do?

A. Say "no" don't touch me.
B. Return the favor.
C. Do nothing.

WN 1217

Lynn's mother had left her a big job. Five pounds of potatoes needed to be peeled for the potluck dinner at church. Just as Lynn was starting to do the job, there was a knock at the door. Her cousin Bill greeted her. He followed her into the kitchen. When he saw all the potatoes, he asked, "What's all this for?" Lynn told him about the dinner. He helped her peel the potatoes. When they were finished Bill grabbed her and put his hand on her groin. "Don't thank me," he said, "just stand still." Then he said, "If you tell anyone about this, I'll say you lied."

What should Lynn do?

A. Stand still and do what he said.
B. Say "no" and walk away.
C. Hit him and run.

WN 1218

It was Saturday and the sun was shining. Brian had to clean the garage. He had been putting this chore off for a month and today his father had put his foot down. This morning his father had said, "If the garage isn't cleaned by tonight, you won't be going to any movies."

Brian was in the garage trying to keep his mind on working. He saw Steve, a boy from ninth grade who lived down the street. Brian called out a greeting.

Steve stopped and asked, "What are you doing?"

Brian told him how he had to clean the garage. Steve offered to help and together they got the garage clean in just two hours. Brian said, "Thanks for helping me out, Steve. This would have taken me all day."

Steve smiled. Then he reached out and hugged Brian and put his hand on Brian's groin.

WN 1219

Betty was out shopping with Uncle Eric. They were in a record store and she was looking longingly at a Billy Joel album. Uncle Eric said, "Would you like that recording?"

Betty said, "I sure would, but I don't have any money."

Uncle Eric said, "Let me buy it for you."

Betty was delighted because she had wanted that record for a long time. On the way home, Betty said, "Thanks a lot for the record, Uncle Eric. I'm really going to be happy with the new record."

Uncle Eric said, "That's ok, Betty, it was my pleasure." Then he began stroking her leg.

WN 1220

Shelly was standing in a downpour, waiting for the bus. She was wet and cold and hungry. There was a restaurant on the corner where she could have a doughnut and watch for the bus from inside. She was huddled against the building, looking at the warm customers inside. A man approached her, "You look like you're freezing. Why don't you wait inside?"

Shelly said, "I would, but I only have enough money for my bus."

"Here," said the man, "take this dollar."

She took it, thanked him, and started for the door.

He blocked her way. He said, "Before you leave with my dollar, don't I get a kiss?"

WN 1221

Rich saw Greg sitting by himself at lunch. He sat down beside him and said, "Hi Greg. You don't look very happy, what's wrong?"

Greg said, "The youth group at my church has been planning a party on Friday night for a month, and I can't go. My Mom's working that night and says I have to babysit for my little sister."

Rich thought a minute and said, "Greg, I have an idea. You go to the party and I'll babysit for your sister."

Greg thought it was a great idea. His mother liked Rich and Greg knew she would approve.

When Greg came home from the party, his mother was still at work. He thanked Rich. Rich said, he didn't mind but made no move to leave. Instead, he moved closer to Greg, placing his hand on Greg's groin. Rich said, "I was glad to help you out Greg, and now you can do something for me."

SS 1201 - 1226
SLIDE SERIES SCRIPT

PEOPLE DOING FAVORS

STORYLINE: An adolescent girl is sitting in her living room. Her father enters carrying a package. She is happy to see her father. Father gives the present to his daughter. She opens it and is happy to get a new book.

SLIDE #

1201 What do you see here? (a girl sitting on a couch)

1202 Who is this? (a man carrying a present. He is the girl's father)

1203 How does the girl look? (happy)

1204 What is she doing now? (opening the present)

1205 What did the girl get? (a present from her father, a new book)

REVIEW QUESTIONS

A. What is the favor?

B. Who gave the favor?

C. Who received the favor?

STORYLINE: An adolescent boy has just come home carrying groceries. He is in the kitchen and begins to put away the food. His brother enters to greet him. His brother offers to help him put away the groceries. The boy is happy to have help from his brother.

SLIDE #

1206 What is this boy doing? (bringing home groceries)

1207 Who do you see with him now? (another boy, this is his brother)

1208 What has the boy's brother offered to do? (help him put away the groceries)
Is the boy glad his brother is helping him? (yes)

REVIEW QUESTIONS

A. What is the favor?

B. Who gave the favor?

C. Who received the favor?

STORYLINE: An adolescent girl is studying by herself in the library. She is joined by a classmate and they begin to study together. The girl's teacher comes up and asks the girls if they have any questions or need any help. The girls tell him they don't need any help and thank him. He leaves and the girls continue their studies.

SLIDE #	
1209	What do you see here? (a girl studying in the library)
1210	Who is the other girl and what are the two girls doing? (a friend, a classmate, they are studying, doing their homework together)
1211	Who joins the two girls? (their teacher) What does he want? (he asks them if they have any questions or need any help)
1212	What does the girl tell him? (she thanks him and says they don't need any help)

REVIEW QUESTIONS

A. What is the favor?

B. Who gave the favor?

C. Who received the favor?

STORYLINE: An adolescent girl is getting books out of her school locker. The girl drops some of her books. A male classmate walks up as the books fall. He bends down and picks the books up for her. He asks if he can carry her books to class for her. The two students walk to class together.

SLIDE #	
1213	What is happening here? (a girl is getting books out of her locker)
1214	What happened? (she dropped the books) Who walks up as she drops her books? (a male character, a male friend)
1215	What does the boy do? (he picks up the girl's books)
1216	Why is the girl giving the boy the rest of her books? (because he has offered to carry them to class for her)
1217	How does the girl's face look? (happy) How does the boy's face look? (happy)

REVIEW QUESTIONS

A. What is the favor?

B. Who gave the favor?

C. Who received the favor?

STORYLINE: An adolescent boy in a group home is washing the dishes. A friend comes into the kitchen and asks if he can help dry the dishes. The two boys wash and dry the dishes together.

SLIDE #

1218 What do you see here? (a young man is washing dishes)

1219 Who comes into the kitchen? (a friend)

1220 What has the friend offered to do? (dry the dishes) How do the two boys faces look? (happy)

REVIEW QUESTIONS

A. What is the favor?

B. Who gave the favor?

C. Who received the favor?

STORYLINE: A girl is studying. Her brother comes into the living room and offers to help. After helping her he expects a sexual favor in return.

1221 What is the girl doing? (studying, working a problem)

1222 Her brother walks into the room and asks if she needs any help.

1223 What is the brother doing? (helping his sister)

1224,
1225 The brother stands up and says, "Now that I've helped you, you can return the favor."

1226 What is he doing? (rubbing her breast)

REVIEW QUESTIONS

A. What favor did the brother do?

B. Who is the offender?

C. What could the sister do?

SSH 1200 THE DATING COUPLE

STORYLINE: A girl is going out with her boyfriend. He takes her out for dinner, pays her way to the movies, and buys her a necklace. While they are parking he begins to touch her breasts and implies that she owes it to him since he has done so many kind things for her, and especially since he gave her the necklace.

MAJOR ISSUES

1. Even though friends and acquaintances are friendly, they may sometimes try to take advantage of you sexually.
2. Even if a date is kind and gives you gifts, spends money on food and entertainment for you, you do not owe him anything in return.
3. If you feel indebted to a date, and wish to "even" up the score, you can do so in several ways without being sexually exploited: pay your own way (dutch treat) take turns treating.
4. You have the right to say "no" when one of these people touches you inappropriately.
5. Exploitive incidences must be reported to a responsible adult to prevent the incident from happening again.

SLIDE#	SLIDE SCRIPT
1	This is a girl in her home. Her father is reading the newspaper. What is she doing? (looking out the window, looking for someone)
2	What do you see here? (boy going into a building) Yes, this is where the girl lives. He is a friend of the girl's.
3	What is the girl doing now? (introducing the boy to her father)
4	Her father shakes the boy's hand. He says, "I am glad to meet you."
5	Where are the boy and girl now? (in the boy's car) What is the boy doing? (handing her a box)
6	How does the girl look? (happy) Yes, she's happy because the boy gave her a necklace.
7	They drive away in the boy's car.
8	Where are they now? (in a restaurant eating)
9	What is the boy doing? (paying for the dinner) How does the girl look? (happy)
10	They are leaving the restaurant. What is the girl doing? (holding his arm) Yes, she's holding his arm, she likes the boy and is having a good time.

SLIDE #	SLIDE SCRIPT
11	Now, where do you think they are going? (to the movies) After dinner the boy takes the girl to the movies.
12	After the movies they leave in the boy's car.
13	Where do you think they are now? (at a parking spot) Is it ok to sit in a parked car with your friend? (yes)
14	What is the boy doing here? (reaching for the girls breast) What is the girl doing? (trying to hold him back) Is it ok for the boy to touch the girls breast if she doesn't want him to? (no)
15	How does the girl look here? (scared) Does she want the boy to touch her that way? (no) Do you think she's still having a good time? (no)
16	How does the boy look? (mad)
17	What is the boy doing now? (holding her necklace)
18	The boy is saying to the girl, "I gave you this necklace. You should let me touch you."
19	What is the boy doing now? (reaching to touch her breast)
20	What is the boy doing here? (touching her breast) How do you think the girl feels? Do you think she wants him to touch her? (no, but she isn't sure what is ok. She feels she should be nice to him because he gave her the necklace, dinner and the movies)
21	How does the girl look? (very sad)
22	Now they are leaving. Where do you think they are going? (he's taking her home)
23	What is the girl doing now? (getting out of the car)
24	Where is she now? (in her house) How does she look? (sad) How do you think she feels about the boy now? (scared, confused)

RECAP ENTIRE STORY

REVIEW QUESTIONS

1. Ask students to identify what happened, to identify the favors and to identify who the exploiter was.
2. What could the girl have done to get out of the situation?

SHOW ASSERTIVENESS REPLAY SLIDES 26 - 27

ACTIVITIES

1. Discuss who the incident should be reported to if a friend or acquaintance sexually exploits them. Point out that the incident must be reported even if they were told to keep it a secret.

2. Talk about different ways in which friends and acquaintances may appropriately touch each other.

3. Teacher can think up other situations where favors are offered. Have students role play how they would handle the situation.

SSH 1201

UNCLE HARRY

STORYLINE: An adolescent girl in a group home is happy when her favorite uncle comes to take her out. They go to a cafe, then to his house. He fondles her breast. She is very uncertain about the uncle's behavior and is not really sure whether it is appropriate or not for him to touch her breast. Later, she tells her housemother. The housemother explains that Uncle Harry should not touch her breast. The housemother confronts Uncle Harry when he comes again and protects the girl from further advances.

MAJOR ISSUES

1. Although relatives may be kind, it is wrong for them to touch private body parts unless for health or hygiene reasons.

2. Use of favors, gifts (entertainment) and kindness by an authority figure (uncle) is not appropriate if sexual exploitation is the price.

3. Even though one may be fond of a relative, and have had many positive experiences with him, it is not appropriate behavior for a relative to touch private body parts. You don't owe him, you're not indebted to him.

4. When exploitation occurs, report it so that exploiter (uncle) can get help (counseling) - even if it means you don't see him for awhile.

SLIDE #	SLIDE SCRIPT
1	What do you see here? (home, group home)
2	What is the girl doing? (looking out the window)
3	How does she look? (expectant) she is waiting for someone.
4	Now how does she look? (happy)
5	Who is she waving at? (a man) That is her Uncle Harry.
6	What is the woman doing? (opening the door)
7	Is her uncle happy to see her?
8	The woman is introducing him to her house mother.
9	What are the girl and her uncle doing? (leaving)
10	What are they doing now? (getting into the car)
11,12,13	They left in uncle's car.
	RECAP: SHE LIKES UNCLE HARRY
14	Where do you think they are going?

Slide #	Slide Script
15	The sign says "CAFE"
16	He is taking her out to eat.
17,18,19	Do you think they are having a good time? (yes) He is paying for dinner. He is very nice to his niece.
	RECAP: UNCLE TAKES GIRL OUT
20	Where are they going now? (leaving)
21	Do you think she is having a good time? (yes)
22,23	They are driving in the car.
24	Is this the group home where she lives? (no)
25	Is this her uncle's home? (yes)
26	They are going inside the uncle's house.
27	Is it ok to go into your uncle's house? (yes)
28	What are they doing? (sitting on the couch, talking)
29	Where is Uncle Harry sitting? (closer)
30,31	What is the uncle doing? (unbuttoning her blouse)
32	Is it ok for an uncle to open the girl's blouse? (no, unless it is for health reasons)
33	How do you think the woman feels? (worried, uncertain about what he is doing)
34	Do you think she wants him to touch her? (no, she is not sure what is ok) She is moving away.
35	What is the woman doing? (buttoning her blouse)
36	What is her uncle doing now? (helping her with her coat)
	RECAP: UNCLE GOT FRESH
37	What are they doing? (leaving the house)
38	Where do you think he is taking her? (maybe back home)
39	Is she happy now? (no)
40	Is he happy now? (no)
41	Where did they go? (to the group home)
42	She is going back to the group home.
43	Who met them at the door? (housemother)

Slide #	Slide Script
44	How do you think the girl feels about her uncle now? (unhappy, scared)
45	Now Uncle Harry is going away.
46	What is wrong with the girl's blouse? (she buttoned it wrong) Does the housemother see it? (yes)
47	What is the girl telling her housemother? (that her uncle touched her breasts) How does the girl feel? (worried, sad)
48	(key slide) What is the housemother doing? (comforting the girl, telling her that even though her uncle was nice to her, it was wrong of him to touch her. It is not the girl's fault)
49	Who is this? (Uncle Harry)
50	What is the girl looking for? (Uncle Harry is coming back to visit) Does she look happy? (no)
51	What is the uncle doing? (coming to the house)
52	He is knocking at the door.
53	What is happening now? (housemother shaking spoon at him) How does the housemother's face look? (angry, mad) Why is she mad at Uncle Harry? (he touched his niece on the breast)
54	What is happening now? (the housemother is protecting the girl)
55	Do you think she will let the girl go out with her uncle again? (no) Why not? (he might touch her breast again)
56	Do you think the uncle will go away? (yes)
57	What is happening here? (uncle going away alone)
58	How does the girl's face look? (happy, relieved) She is happy that she doesn't have to go out with her uncle, because he might touch her again.

RECAP ENTIRE STORY

A. Although relatives may be kind, is it ok for them to touch private body parts?

B. What should you do if someone touches you inappropriately?

ACTIVITIES

1. Discuss with students the fact that they never owe anyone sexual favors in exchange for gifts or kindnesses. Emphasize that no adult has the right to exercise authority by touching personal areas of the student's body unless for health reasons. Ask students: What other family members should not touch private body parts the way Uncle Harry touched the girl? (father, stepfather, grandfather, uncle, mother's boyfriend, etc.)

2. Explain that students can say "no" to the relative. Have students role play saying "no" to a relative. If the relative persists, the student should know how to leave the situation.

3. Discuss who should be told, if the students are victims of inappropriate touching. Students must tell a responsible adult. Reassure them that even if the offender told them to keep it a secret, or threatened them, they must tell someone what happened so they won't be touched again. (frequently, in incest cases, the offender tells the victim to keep what happened a secret)

4. Emphasize that students are never at fault if they are victims of this kind of sexual exploitation.

5. If appropriate, explain that the uncle in the story should get help, counseling, so that he can learn not to touch his niece's private body parts. Until then, she should not spend time with him alone.

6. Review appropriate ways family members can touch. (kiss, hug)

UNIT 11

REPORTING EXPLOITATION

INTRODUCTION

Students should be able to contact one or two trustworthy authority figures if they are victims of exploitation. If possible, the child should contact an immediate family member for assistance. However, because the child may have been exploited by a family member, it could be difficult for him/her to discuss the exploitation with another family member. (See General Introduction for further explanation.) Therefore, it is important for the child to know of at least two other resource people who are not family members. Teach the students to contact people who are highly accessible to the child in the school or community, and who will believe the student if he/she reports an incident of exploitation. Possible resource people are:

a. teachers

b. school nurse, counselor, or principal

c. social workers

d. doctors

It is very important to emphasize to students that they need to persist and report any incident of exploitation to a second adult if the first does not believe their story, or does not provide assistance. If possible, students should be taught to inform the adult about the availability of Rape Relief or other rape crisis agencies as a resource.

Finally, the students should be encouraged to report exploitive incidents even if the offender instructs them to keep such incidents a secret. It is possible that the offender will threaten the victim with unpleasant consequences if reported. If threatened in this way, students should still report incidents of exploitation. Under such circumstances, however, it is extremely important that agencies and individuals who are assisting the victim do so very cautiously so that the offender does not take action on any threats.

UNIT GOAL

The student will report exploitation to the appropriate people.

LESSON SUMMARIES

Pretest: The student discriminates whether or not a situation should be reported and identifies to whom it should be reported.

Lesson 1: The student discriminates inappropriate touching of private body parts that should be reported.

Lesson 2: The student names 3 persons to contact about exploitation.

Lesson 3: The student identifies procedure of reporting to a second and third person if the first doesn't believe them.

Lesson 4: The student discriminates incidents to be reported and to whom they should be reported.

Posttest: Same procedure as pretest.

UNIT 11: PRE

OBJECTIVE: The student will discriminate whether or not
so, to whom.

MATERIALS	ACTIVITIE
PS 301 - 311	Working with each student ind description of each situation ing questions:
Data sheet for recording responses	1. Should the (boy,girl) tel woman) did? 2. If answer to #1 is yes, a (boy,girl) tell? Record responses.

CRITERION: Correct response to both questions for 9 of 1

IF CRITERION IS MET: Terminate instruction.
IF CRITERION IS NOT MET: Proceed with Lesson 1.

TEST

incidents of touching should be reported, and if

S	ALTERATIONS
ividually, read the and ask the follow-	HEARING IMPAIRED:
	Sign language
l what the (man,	LANGUAGE DELAYED
sk, who should the	Accompany the description with patomime

l situations with no prompting.

PRETEST UNIT 11: REPORTING EXPLOITATION

STUDENT NAME

TEACHER

Directions: Read the description of each situation (PS 301-311) and ask:

A. Should the (girl,boy) tell what the (man,woman) did?

B. (if answer to A is yes) Who should the (boy,girl) tell?

Mix up pictures to avoid test "set"

1. A.
   B.
2. A.
   B.
3. A.
   B.
4. A.
   B.
5. A.
   B.
6. A.
   B.
7. A.
   B.
8. A.
   B.
9. A.
   B.
10. A.
    B.
11. A.
    B.

SCORING: 1 point for each situation in which parts A, B are answered correctly.

TOTAL SCORE

Mastered, not mastered (circle one)
Mastery: At least 9 points

UNIT 11: REPORTING

STUDENT NAME____________________

TEACHER_________________________

Lesson Data (circle correct responses, X out incorrect
responses where appropriate)

Pretest Fill in number correct from pretest_________

1. Appropriate touching: STUDENT RES. CORRECT (+

1. Who did the touching?
2. Where did he/she touch?
3. Is this touching ok?
4. Should ________ report this?

Inappropriate touching:

1. Who did the touching?
2. Where did he/she touch?
3. Is this touching ok?
4. Should _________report this?

2. 3 people to contact if touched inappropriately

A___________________________

B___________________________

C___________________________

3. When first person did not believe story,
2 other people to report to:

A___________________________

B___________________________

EXPLOITATION DATA SHEET

) INCOR. (-)	Criterion	Mastered (+)	Not mastered (-)
	Correct response without assistance to questions about reporting for one appropriate and one inappropriate touching situation		
	Identification of 3 people to contact if touched inappropriately		
	Identification of 2 people to contact, without prompting		

Unit 11 Data Sheet cont.
Page 2

Lesson Data

4. Question for situations of inappropriate touching

STUDENT RESPONSE CORRECT (+) INCORRECT (-)

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________

Posttest: Fill in number correct from posttest ____________

	Criterion	Mastered (+)	Not mastered (-)
:			
	Correct response to all questions for one inappropriate touching situation without prompting		
At least 9 points			

UNIT 11: LESSON 1

SKILL: Identifying situations in which touching should be reported.

OBJECTIVE: The student will discriminate situations to be reported. The student will indicate that exploitation should be reported even if the exploitee was directed "not to tell anyone," "keep this a secret," or some similar situation.

MATERIALS	ACTIVITIES	ALTERATIONS
PS 501 - 510 PS 301 - 311	A. Review the concept of private body parts (see Unit 3, lesson 2) recognizing inappropriate touching by strangers (Unit 3, lesson 3) and saying "no" to inappropriate touching by strangers (Unit 4, lesson 4)	

B. Tell the student that whenever anyone touches a private body part for any reason other than hygienic, it should be reported. Give some examples of touching by family, friends, and strangers that should be reported. Emphasize the following:

1. Sometimes the person doing the inappropriate touching will tell the person to keep it a secret. Tell the students that the touching should be reported anyway because it is wrong.

2. Sometimes a person will touch another person under their clothing, such as under a shirt or skirt. Tell the student that this is also inappropriate and should be reported.

C. Present pictures and read the accompanying descriptions. Ask the following questions:
1. Who did the touching?
2. Where did he/she touch?
3. Is this touching ok? (only "yes" or "no" required)
4. Should _______ report this? (only "yes" or "no" required)

D. Have students practice saying "no" assertively to inappropriate touching.

CRITERION: Correct response without assistance to questions about reporting for one appropriate and one inappropriate touching described in Activity C.

IF CRITERION IS MET: Proceed to Lesson 2.
IF CRITERION IS NOT MET: Reteach Unit 3 and this lesson.

UNIT 11: LESSON 2

SKILL: Identifying appropriate people to contact in the event of sexual exploitation.

OBJECTIVE: The student will state the names of three people who could be contacted about inappropriate touching.

MATERIALS

None

ACTIVITIES

A. Remind the students that inappropriate touching should always be reported.

*B. Ask the students whom they would tell if they had been touched inappropriately. Write the student's suggestions on the board. Appropriate people to contact could be:

1. parents
2. school official (teacher, principal)
3. counselor
4. social worker
5. any other responsible person, adult

C. Ask each student to write down (or tell you) the names of three people whom they could contact if touched inappropriately.

*Some information may have to be obtained from parents.

ALTERATIONS

BLIND/PARTIALLY SIGHTED:

Braille

HEARING IMPAIRED:

Sign language

CRITERION: Without assistance, identification of three appropriate people to contact in the event of sexual exploitation.

IF CRITERION IS MET: Proceed to Lesson 3.
IF CRITERION IS NOT MET: Teach the child three names of responsible adults who could be contacted, by using direct instruction.

UNIT II: LESSON 3

SKILL: Reporting exploitation to more than one person if necessary.

OBJECTIVE: The student will identify procedures of reporting inappropriate touching, if first person does not believe them.

MATERIALS	ACTIVITIES	ALTERATIONS
None	A. Tell the students to list as many people as they can who could be contacted in case of inappropriate touching.	HEARING IMPAIRED: Sign language
	B. Explain to the students that persons may not believe children when they report inappropriate touching. Further, explain that it is very important for a victim to tell someone else if he/she is not believed.	
	D. Go around the room and give each student the opportunity to tell what to do if the report was not believed by the first person told. Use questions such as, "Rachel, you have just told your teacher about some inappropriate touching. She says that you are just making it up. What should you do next?"	

CRITERION: Given 2 situations in which a person did not believe a story of exploitation, identification of procedure to report to a 2nd and 3rd person without prompting.

IF CRITERION IS MET: Proceed to Lesson 4.
IF CRITERION IS NOT MET: Repeat Lessons 2 and 3.

SKILL: Reporting inappropriate touching.

OBJECTIVE: The student will discriminate incidents to be

MATERIALS	ACTIVIT
WN 501-510	Put the situation sheets i front of the room. One by to choose a sheet. Read th Ask the students the quest the story.

CRITERION: Correct response to all questions for one inap

IF CRITERION IS MET: Proceed to Posttest.
IF CRITERION IS NOT MET: If questions 3 or 4 are missed,
if question 6 is missed, repeat

ESSON 4

reported and to whom they should be reported.

TIES	ALTERATIONS
in a stack at the one, call students he situation aloud. tions at the end of	**BLIND/PARTIALLY SIGHTED:** Read the cards aloud, or provide Braille editions.
	HEARING IMPAIRED: Sign language.

ppropriate touching situation without prompting.

repeat Lesson 1; if question 5 is missed, repeat Lesson2;
Lesson 3 (questions attached to stories)

UNIT 11: POSTT

OBJECTIVE: The student will discriminate whether or not incl
to whom.

MATERIALS

PS 301 - 311

Data sheet for recording responses

ACTIVITIES

Working with each student indi
the description of each situat
following questions:

A. Should the (boy, girl) tel
woman) did?

B. Who should the (boy,girl)

Record responses.

CRITERION: Correct response to both questions for 9 of 11 si

IF CRITERION IS MET: Terminate instruction.
IF CRITERION IS NOT MET: Reteach entire Unit 11.

EST

dents of touching should be reported and if so,

vidually, read
ion and ask the

what the (man,

tell?

ALTERATIONS

HEARING IMPAIRED:

Sign language

LANGUAGE DELAYED:

Accompany the descriptions with pantomime.

tuations with no prompting.

POSTTEST UNIT 11:

STUDENT NAME______________________

TEACHER______________________

Directions: Read the description of

A. Should the (girl,bo

B. (If answer to A is

Mix up pictures to avoid test "set"

1. A.______________________
   B.______________________
2. A.______________________
   B.______________________
3. A.______________________
   B.______________________
4. A.______________________
   B.______________________
5. A.______________________
   B.______________________
6. A.______________________
   B.______________________

SCORING: 1 point for each situation

TOTAL SCORE__________

Mastered, not mastered (circle one)
Mastery: At least 9 points

REPORTING EXPLOITATION

each situation (PS 301-311) and ask:

y) tell what the (man,woman) did?

yes) Who should the (boy,girl) tell?

7. A.______________________________
B.______________________________
8. A.______________________________
B.______________________________
9. A.______________________________
B.______________________________
10. A.______________________________
B.______________________________
11. A.______________________________
B.______________________________

in which parts A, B are answered correctly.

ANSWER KEY POST-TEST 11

301 A. Yes
B. Parents, teacher, etc.

302 A. Yes
B. Parents, teacher, etc.

303 A. Yes
B. Parents, teacher, etc.

304 A. Yes
B. Parents, teacher, etc.

305 A. Yes
B. Parents, teacher, etc.

306 A. Yes
B. Parents, teacher, etc.

307 A. No
B. No one

308 A. No
B. No one

309 A. No
B. No one

310 A. No
B. No one

311 A. No
B. No one

WN 501

Joe was looking for shells at the beach. A strange man came up beside him and said, "Hi, what are you looking for?" Joe said, "Shells." The man said, "I found a big beautiful shell the size of a baseball yesterday. It's in my car. Do you want to see it?" Joe said, "Maybe I shouldn't." The man smiled and patted Joe on the buttocks.

1. Who did the touching?
2. Where did he touch Joe?
3. Should Joe report this touching?
4. Why or why not?
5. To whom should Joe report the touching?
6. What should Joe do if ________________ does not believe him?

WN 502

Greg was walking home from school. His friend who lives next door drove by and offered Greg a ride. Greg got in the car. As they were driving home, Greg's friend put his hand on Greg's groin.

1. Who did the touching?
2. Where was Greg touched?
3. Should Greg report this touching?
4. Why or why not?
5. To whom should Greg report this touching?
6. What should Greg do if ________________ does not believe him?

WN 503

The bus was filled up but Alice found one last seat. The guy next to her gently placed his hand on her knee and began to rub it up and down her thigh.

1. Who did the touching?
2. Where did he touch Alice?
3. Should Alice report this touching?
4. Why or why not?
5. To whom should Alice report this touching?
6. What should Alice do if ________________ does not believe her?

WN 504

Aunt Katherine had a cabin on the beach and every 4th of July her whole family and most of their children and friends met there for a big picnic. Karen looked forward to it every year. She especially liked to swing on the rope swing Aunt Katherine had tied to the big maple tree. Karen had the swing to herself. Mr. Cole, a man who worked with her father walked up to her and asked, "Need a push?" Karen eagerly nodded and said, "I sure do." He pulled her back but instead of pushing her forward, he put his hand down her pants.

1. Who did the touching?
2. Where did he touch Karen?
3. Should Karen report this touching?
4. Why or why not?
5. To whom should Karen report the touching?
6. What should Karen do if ________________ does not believe her?

WN 505

Maria's mother was baking cookies. She ran out of sugar and sent Maria next door to borrow some. Mr. Johnson was the only one home. He got the sugar and said, "If you want this, let me touch you," and put his hand on her breast.

1. Who did the touching?
2. Where did he touch her?
3. Should Maria report this touching?
4. Why or why not?
5. To whom should Maria report this touching?
6. What should Maria do if ________________ does not believe her?

WN 506

Kurt was always happy when his Uncle Fred came to visit. Uncle Fred liked to play games and was full of fun. When it was time for Kurt to go to bed, Uncle Fred would tuck him in and say goodnight. One night Uncle Fred gave Kurt a wink and patted his crotch. Kurt was confused and told his mother, but she didn't believe him. She said, "You mustn't make up such stories about people who love you."

1. Who did the touching?
2. Where did he touch Kurt?
3. Should Kurt tell somebody else?
4. Why or why not?
5. Who should Kurt tell?
6. What should Kurt do since his mother doesn't believe him?

WN 507

Nancy's family was at Cottage Lake having a picnic. Her Uncle Perer said, "Let's just you and I take a little walk." She said, "OK." When they got away from the others, Uncle Peter said, "Let's sit down and rest." When she sat down beside him, he placed his hand between her legs.

1. Who did the touching?
2. Where did he touch Nancy?
3. Should Nancy report this touching?
4. Why or why not?
5. To whom should Nancy report the touching?
6. What should Nancy do if ______________ does not believe her?

WN 508

Brian came running out of the bathroom with his zipper down. "My zipper broke," he told his teacher. The teacher found a safety pin and pinned Brian's pants.

1. Who did the touching?
2. Where did the teacher touch Brian?
3. Should Brian report this touching?
4. Why or why not?

WN 509

Tom stayed home from school because he had been sick all night. Tom didn't get any better so his Mom took him to see the doctor. The doctor unbuttoned Tom's shirt and placed an instrument on his chest to hear him breathe.

1. Who did the touching?
2. Where did the doctor touch Tom?
3. Should Tom report the touching?

WN 510

Peggy was crying very hard because she just found out her little hamster had died. Her father walked over to her and put his arms around her trying to make her feel better.

1. Who did the touching?
2. Where did the father touch Peggy?
3. Should Peggy report this touching?
4. Why or why not?

PHOTOGRAPH SCRIPT

Private Body Parts PS 301-311

301 A stranger is rubbing Jean's breast. Is that OK?

302 The father is touching Jamie's crotch. Is that OK?

303 The next door neighbor has her hand on Sue's bottom. Is that OK?

304 Mother is rubbing Jerry's crotch. Is that OK?

305 The babysitter is rubbing the boy's bottom. Is that OK?

306 A repairman puts his arm around Casey and starts rubbing his back and bottom. Is that OK?

307 The man is touching the girl's shoulder to tell her she dropped her handkerchief. Is that OK?

308 Sally's good friend is helping her hem a dress. Is that OK?

309 Johnny's father is kissing him good-bye. Is that OK?

310 The father is hugging his daughter "hello" after coming home from work. Is that OK?

311 Randy is shaking hands with the man who just moved in next door. Is that OK?

PHOTOGRAPH SCRIPT

Reporting Sexual Exploitation PS 501-510

501 The boy and girl are touching each other while they dance.

502 While giving the girl a ride home, the policeman touched the girl's breast.

503 The father is touching the daughter's breast. What if the father started touching the girl's crotch - is that ok?

504 The man is touching the girl on the bottom while she is bending over.

505 The shoe salesman is holding the young woman's ankle as he puts a new shoe on her foot.

506 Linda's older sister is brushing her hair.

507 A friend is helping Tracy by buttoning her skirt after it came open during recess play.

508 Daddy is touching Rachel's knee to put a bandage on her scraped knee.

509 Daddy tucks Jeremy in with a good night kiss.

510 A strange man is rubbing the girl's thigh in a movie theater.

STUDENT ROLE PLAYS

Testing through the use of role plays is conducted prior to instruction of Unit 1, after completion of Unit 5, prior to instruction of Unit 6, and after completion of Unit 11. There are separate role plays covering Units 1-5 and Units 6-11.

Role plays should be conducted by a person unfamiliar to the students to assure valid results. A male should be used since in the vast majority of exploitation cases, a male is the offender. Drama students from a local high school or college have proven successful in performing the role plays. The tester should have the opportunity to practice with approximately four students to insure that standard instructions are given to each student.

Students should be tested in a quiet room with only the tester and student present. A tape recorder should be placed in a inconspicuous location and used to record student responses. The purpose for using a tape recorder is to avoid having the tester write down student responses and thus interfere with the realism of the role play.

The instructor should only prepare the students by telling them that they will be going to a room to work with someone. The instructor should send the students individually to the testing room rather than having the tester enter the room to get each student. This will insure that each student sees the tester only during testing.

The tester should give the following instructions to the students; "Have you ever pretended to do something? We are going to pretend to do some things. I'll tell you what we are going to do. Let's start." The tester then reads the situations on the script. After testing, the tester should tell the student not to tell anyone else what they did.

The instructor can transcribe the tapes after testing. One point is given for each correct response and zero points are given for each incorrect response. Examples of correct and incorrect responses are included in the curriculum. There is a "a" or "b" following each question on the role play script. "a" questions ask for personal information or unsafe actions. "b" questions ask for information which is safe for the student to answer. The total number of correct "a" responses and "b" responses should be tallied separately. The criteria for mastery is on the role play script.

PRE-POST TEST UNITS 6-11

STUDENT NAME________________________

TEACHER____________________________

DIRECTIONS: Conduct each role play with each student individually. Responses should be recorded on tape and transcribed later.

1. When you get home, your parents are not at home. You are alone. A salesman comes to the door selling books.

   A. Hello, how are you today? b.______________________
   B. May I come in and show you my books? a.______________________
   C. Is anyone home? a.____________________________
   D. What is your favorite book? b.____________________
   E. What time will someone be home? a.__________________________
   F. Are you alone all the time? a.__________________________

2. You are at a party. You have been talking with a boy for a little while. He is someone you just met.

   A. Isn't this party fun? b.________________________
   B. Do you like the music? b.________________________
   C. Well, how about going for a ride with me? a.________________________
   D. Why don't you give me your phone number? a.______________________

3. You are at work. It is time to go home. Everyone else has left and your boss comes to talk to you.

   A. You are doing such a good job. How do you like working here? b.__________
   B. What kind of job do you like best? b.________________________
   C. Will you come sit on my lap? a.______________________
   D. Would you like to come to my house? a.________________
   E. Is anyone at home at your house? a.__________________
   F. I'm your boss. You should do what I tell you. Now will you come sit closer to me? a.______________________

4. One day after school, you are talking to your bus driver.

   A. How was school today? b.________________________
   B. Would you like to come to my house for cookies and milk? a.________________
   C. Can I give you a kiss? a.____________________
   D. Instead of going home, do you want to go to the park with me? a.____________
   E. Did you do well on your school work today? b.____________________

SCORING: A. 1 point for each instance in which student fails to reveal unsafe information (1B, 1C, 1E, 1F; 2C, 2D; 3C, 3D, 3E, 3F; 4B, 4C, 4D)
B. 1 point for each instance in which student gives appropriate social response (1A, 1D; 2A, 2B; 3A, 3B; 4A, 4E)

TOTAL SCORE (a) _______________
Mastered, Not mastered (circle one)
Mastery: at least 10 points

TOTAL SCORE (b)________________
Mastered, Not mastered (circle one)
Mastery: at least 6 points

EXAMPLES OF CORRECT/INCORRECT RESPONSES PRETEST-POSTTEST UNITS 6-11

	CORRECT		INCORRECT
1.A.	fine, good, bad, horrible	1.A.	I don't tell people that (DTPT), (shakes head), no
1.B.	no, (shakes head)	1.B.	sure, yes, OK, come in
1.C.	I don't tell people that (DTPT)	1.C.	no, (shakes head)
1.D.	(any response indicating a favorite book), I don't know	1.D.	no, DTPT, (shakes head)
1.E.	DTPT, no, (shakes head)	1.E.	I don't know, (any time stated)
1.F.	DTPT, no, (shakes head)	1.F.	yes
2.A.	yes, no, I don't know, it's OK	2.A.	DTPT, (shakes head)
2.B.	yes, no, it's OK, I don't know	2.B.	DTPT, (shakes head)
2.C.	no, (shakes head)	2.C.	yes, I don't know
2.D.	no, DTPT, (shakes head)	2.D.	(any phone number given)
3.A.	yes, no, it's OK, I don't know	3.A.	DTPT, (shakes head)
3.B.	(names any kind of job), don't know, I like them all	3.B.	DTPT, (shakes head)
3.C.	no, (shakes head)	3.C.	OK, yes
3.D.	no, (shakes head)	3.D.	OK, yes
3.E.	DTPT, yes	3.E.	no, (shakes head)
3.F.	no, (shakes head)	3.F.	OK, yes
4.A.	OK, fine, bad	4.A.	DTPT, (shakes head)
4.B.	no, (shakes head)	4.B.	OK, yes
4.C.	no, (shakes head)	4.C.	OK, yes
4.D.	no, (shakes head)	4.D.	OK, yes
4.E.	yes, no, I don't know	4.E.	DTPT, (shakes head)